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ABSTRACT

The bibliography contains 182 annotated and 52 unannotated citations of journal articles, newspaper articles, dissertations, books, program and research reports, and other publications concerning bilingual education and instruction in English as a second language (ESL) in Micronesia. An introductory section gives information on sources for the publications and other information concerning the use of the bibliography. The entries are indexed alphabetically. (MSE)

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An Annotated Bibliography on ESL and Bilingual Education in Guam and Other Areas of Micronesia

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FL 017 646

by Nicholas Goetzfridt

Forword

This bibliography was compiled and annotated by Nicholas Goetzfridt, Librarian, RFK Memorial Library, University of Guam. It is the second such bibliography that he has prepared on bilingual education and ESL in the Pacific, the first having been done on the South Pacific while he was with the University of the South Pacific in Fiji. Project BEAM is pleased to have been at least minimally associated with Mr. Goetzfridt's work on this bibliography for the Micronesian Region. Our contribution has been primarily in the form of encouragement and in rummaging through our individual and collective files.

We at Project BEAM believe that this document will serve an important purpose. Most of the available literature on bilingual education and English as a Second Language (ESL) instruction provides only minimal coverage of Pacific language/culture/education issues. Moreover, many of us believe that Pacific education, almost all of which is bilingual in nature, represents a distinct educational paradigm. Among the notable elements of this paradigm are the following: 1) students and teachers who are often non- or limited-English speakers and listeners, being primarily proficient in the oral Pacific language of their home island - and often non- or limited-proficient in literacy skills in both their Pacific language and in the English language; 2) Pacific communities in which the Pacific language has strong oral traditions, with newly developed, undeveloped, or sometimes controversial orthographies; 3) very small, only recently emerging literatures in their indigenous Pacific languages; 4) English oral language and reading programs traditionally based on the South Pacific Commission audiolingual curriculum; 5) school settings with minimal material resources; 6) many pre-baccalaureate teachers; and 7) many small one to two room multigraded school settings. The majority of existing bilingual and ESL research and curriculum literature neither addresses these unique features as they may occur in places other than the Pacific, nor do they directly focus on these features in Pacific educational contexts to a sufficient degree.

Through Mr. Goetzfridt's persistence in collecting and annotating the references in this document, we now have an information baseline on education in Micronesia. If this is combined with his earlier bibliography on ESL in the South Pacific, the greater Pacific *information-scape* on education comes into view. We recommend this bibliography to our clients - the educators and parents of children in the Micronesian Region. We feel it will be a useful tool in their efforts to advance the state of education in their islands. We also hope that by drawing the baseline, this bibliography will stimulate research and writing that advances our knowledge of bilingual education and ESL in Micronesia still further.

Project BEAM is a multifunctional resource center providing training and technical assistance in bilingual education and ESL to local educational agencies, institutions of higher education, and state educational agencies in the Territory of Guam, the Commonwealth of the Northern Marianas, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Belau. BEAM is supported by federal funds from the Office of Bilingual Education and Minority Language Affairs of the

U. S. Department of Education. BEAM's assistance in the preparation and duplication of this document has been for the purpose of providing resource materials to Project BEAM clients for use in its scheduled training and technical assistance activities. Statements made in this document do not necessarily reflect the policies or positions of the U.S. Department of Education.

This bibliography is available on a non-profit basis from the University of Guam Bookstore, UOG Station, Mangilao, Guam 96923.

Mary L. Spencer

Introduction

This annotated bibliography is intended to provide researchers, students, teachers, administrators and others with a compilation of material dealing with ESL and bilingual education in Guam and other parts of Micronesia. Its purpose is to improve access to this material and to aid in the continuing effort to improve language arts education in the region. Documents selected for this bibliography are in the English language and are restricted to ESL and bilingual education history, concepts, programs and approaches as they relate to the Micronesian region. Some newspaper articles and excerpts from monographs have also been included. Although they may be dealt with in the following documents, actual textbooks, classroom material and tests are not included in this bibliography. Works that concentrate entirely on the linguistic aspects of Micronesian languages are also not included.

Following each annotation is an abbreviation of at least one library where the document can be found. While most of them are available in Guam, alternative locations for many of the documents can be found through national bibliographic databases such as OCLC. Guam's Union List of Serials can also be used to find other possible locations for serials on the island. ERIC documents are available throughout the United States.

The following abbreviations of Guam libraries are used:

R.F.K. - Robert F. Kennedy Memorial Library, University of Guam, Mangilao, Guam 96923

MARC - Micronesian Area Research Center, University of Guam

Nieves M. Flores - Nieves M. Flores Library, Agana, Guam 96910

A few documents at MARC may be in collections separate from the main library. Consult with a librarian if necessary. Although entries 38, 133, 149 and 176 are either journal articles or parts of books, they are cataloged under the author's last name in the R.F.K. Memorial Library because they are from publications that are not presently available in the region.

Several annotations, while faithfully representing the contents of each document, contain somewhat more detailed information than would probably exist if one were following terse standards that do not allow the research interests and problems of an area such as Micronesia to be a factor in abstracting. Such interests have been taken into consideration to make this bibliography as responsive as it can be to the needs of the region.

Documents included in the few pages of the Unannotated Entries section were either discovered at the last moment, are somewhat general in nature but offer enough material on ESL and bilingual education in Micronesia to be considered reasonably relevant or are briefer than the entries in the annotated section (such as short newspaper articles). Other documents are included in the hopes that they will eventually resurface.

A detailed index at the end of the bibliography is designed to provide access to specific main ideas, programs, etc., that are presented in the following documents. A brief explanation of this strategy precedes the index. Users may find it more beneficial to make use of the index first before reading through the annotations. The fact that there are many entries in the bibliography that deal primarily with Chamorros, ESL and bilingual education in Guam simply reflects the amount of material that is available on these subjects. There are, however, many other documents in this bibliography that are concerned only with other areas of Micronesia. Undoubtably it is possible for many programs and ideas relating to ESL and bilingual education in one area of Micronesian to be transferable, at least in part, to other areas but that of course is dependent upon the perceptions and needs of those using the material.

Users of this bibliography must also be aware of the years in which particular documents were produced and consider this along with changes in bilingualism and/or bilingual education that may have occurred in a particular part of the Micronesian region since then. There is also a large amount of material on bilingual education available in Guam and the U.S. mainland which may not be concerned with situations as they exist in Micronesia but which nevertheless offer interesting programs and ideas that might have relevance for this part of the world. However, given the unique circumstances of Micronesia and the instances in which bilingual education in Micronesia has been compromised in the past by attempts to apply U.S. mainland programs and strategies in Micronesian schools, such material must necessarily be approached with caution.

The history of the relationship between the United States and Micronesia as it concerns the teaching of the English language and the survival of the vernacular, is marked by the differing views of officials which led to an inconsistent handling of bilingual education in Micronesia. At times the perceived urgency of promoting proficiency in the English language allowed for very little consideration of the impact that an intensified English language program would have upon the survival of a culture's language and more importantly, its very identity. At other times and through other individuals, hard work went into finding ways in which to strengthen the vernacular while increasing skills in the English language. Many of the documents in this bibliography portray this struggle to sort priorities and approaches. It is hoped that this compilation will help education officials, teachers and others to capitalize on the successes of the past and the present as they work toward increasing quality bilingual education in the Micronesian region.

Acknowledgements

A special thanks must go to the dedicated staff of the Bilingual Education Assistance for Micronesia Project (Project BEAM) - particularly Dr. Mary L. Spencer, Dr. Robert A. Underwood and Mr. Jesus M. Elameto. Their tenacious efforts to encourage quality bilingual education in Micronesia is inspiring and their help in locating several documents was much appreciated. Dr. Spencer's continuous encouragement and assistance in distributing this bibliography made discouraging moments short-lived.

Other individuals who provided welcomed assistance in locating certain documents include Mr. William Wuerch of the Robert F. Kennedy Memorial Library and the staff of the Micronesian Area Research Center including Dr. Dirk A. Ballendorf, Fr. Thomas McGrath, S.J. and Mr. Albert L. Williams.

1 Aguon, Katherine B. "The Guam Dilemma: The Need for a Pacific Island Education Perspective." Amerasia 6.2 (Fall 1979): 77-90.

The author examines how the diminishing of cultural identity for many Chamorros evolved, its possible solution and educational approaches that are available to strengthen Chamorro ties with their heritage in the face of the modern world. She discusses the "preoccupation" early U.S. Navy Administrators had for teaching the English language and American heritage to the Chamorros and its eventual influence upon their cultural identity. She stresses the importance of measuring the total impact of cultural pluralism on identity and on "a sense of managing the future" as well as the need to avoid applying every educational trend developed in America to students in Guam. She also places considerable emphasis on the importance of Chamorros affirming their existence on the basis of indigenous rights. (MARC)

2 Albert, Francis Lee. "History of the Department of Education in Guam During the American Administration." Guam Recorder Oct. 1931: 373, 378-86.

In tracing the origins of the American system of education in Guam (including English language instruction), the author provides several excerpts from the notebook of Lieut. William Edwin Safford, apparently the first American to hold English language classes in Guam. The author also reprints General Order No. 12, issued by Guam Governor R.P. Leary, January 22, 1900 which in part states that "instruction in the English language will be introduced in the public schools as soon as suitable teachers can be provided." This article also contains exerpts from the annual reports of 1904 and 1905 submitted by Governor G.L. Dyer. The reports contain several references to the immediacy of the need to teach English to Chamorros. (MARC & Nieves M. Flores)

Annesley, Frederick R. See Baldauf, Richard B., Jr.

3 Anttila, Elizabeth Kelley. A History of the People of the Trust Territory of the Pacific Islands and Their Education. Ann Arbor, MI: University Microfilms International, 1972.

In this facisimile of the author's 1965 Ph.D. dissertation at the University of Texas, Anttila touches upon the difficulties faced by both American educators and Micronesians as a result of the imposition of an American school system and the English language when the U.S. began administering the Trust Territory of the Pacific Islands. In Chapter 8, the author discusses the

problems caused by the several languages in Micronesia and the general short sightedness of the Department of the Interior in implementing its educational policies in Micronesia. (MARC)

4 **"Are the Taxpayers Getting Value Received in Education?" Guam Recorder Nov. 1932: 146, 163.**

This article reviews the contention of some educators that the Chamorro language should be used as a medium of instruction until the second or third year of school while English is simultaneously being taught as a subject. The article emphasizes that Chamorro children remained in school for approximately five years and that "scarcely one per cent of them speak English in their homes." Regulations at this time required that only the English language be used in Guam's schools. (MARC & Nieves M. Flores)

5 **Armknecht, R.F. "English in the Homes of Guam." Guam Recorder July 1941: 139-141, 165-66.**

The author maintains that the Chamorro language is "poor in vocabulary", "rough" and the lack of songs and literature in Chamorro is a legitimate reason for the Chamorro people to become fluent in the English language. He refers to the historically close knit nature of families on Guam and says that regardless of what language they speak "they will still be a closely-knit and unified people. There is no political necessity, therefore, for retention of the Chamorro language." Although he does allow for the possibility of being able to effectively speak both Chamorro and English, the author says that English must be used not only in the schools and in church sermons, but also in the homes, particularly around children. (MARC & Nieves M. Flores)

6 **Babasa, Julieta B. "The Development of Linguistic Attitudes Toward Guamanian Dialect English and Standard English." Chamorro Language Issues and Research on Guam: A Book of Readings. Ed. Mary L. Spencer. Mangilao, Guam: University of Guam, 1987. 161-173.**

In this condensed version of an original 1982 Masters theses at the University of Guam, the author attempts to determine the nature and extent of linguistic attitudes attached to Guamanian Dialect English (GDE) and Standard English (SE). Noting that many adults in Guam (including many teachers in

the Guam school system) consider GDE to be linguistically and socially inferior to SE, the author hypothesizes that children who have not yet been exposed to GDE or have not yet formed their own attitudes toward it, will be susceptible to the teaching of linguistic attitudes and values related to GDE by adults.

Using 75 children ranging from ages three to five and representing a variety of ethnic groups who, with the exception of the three year olds, were receiving formal instruction in SE, the author measured the responses of the children to two voices on tape, one speaking in SE and the other in GDE. The tapes were placed in two "Magic Boxes" used as a means of personifying the SE speaker and the GDE speaker. The children had to decide which speaker to accept a gift from and eventually which speaker to give a gift to. Children were also asked questions about their responses and attitudes toward each of the two boxes.

Results indicated that the three year olds expressed preference for GDE while the four year old children (receiving formal instruction in SE) and five year old children (receiving bilingual instruction in Chamorro and SE) evaluated SE as being better than GDE. The author maintains her hypothesis and emphasizes the need for teachers to be sensitive to their own linguistic preferences and biases before consciously or unconsciously transmitting them to young children. Supporting tables are included. (R.F.K.)

7 **Baldauf, Richard B. Jr. and Frederick R. Annesley. Item Analysis Report: MTEA. ERIC, 1977. ED 138 641.**

The Micronesian Test of English Abilities (MTEA) was originally designed to test how well Micronesian students had increased their English language proficiency by studying the Tate Oral English series. However, it has also been used as a general English achievement measure for program evaluation. In this study, the authors provide psychometric evidence on the two forms of the MTEA that have been developed and used at various times for these purposes. A hesitancy by some professionals to accept MTEA results because of a lack of this evidence is justification for the study. Item analyses are performed and recommendations are made to improve the psychometric characteristics of the tests. These recommendations were to be used to produce two modified versions of the MTEA for the final development of local norms. Recommendations include maintaining the face and curricular validity of both forms of the MTEA in making changes. They also recommend that both forms of the MTEA should be kept as similar as possible in terms of content, length and type of questions. Numerous tables and appendixes offer detailed results of this study. (R.F.K.)

8 Baldauf, Richard B., Jr. and Inants E. Klingbergs. Marianas Test of English Achievement Manual. North Queensland, Australia: James Cook University of North Queensland, 1979.

This manual explains how to administer the Marianas Test of English Achievement (MTEA) as well as how to score and interpret scores from the MTEA. A summary is also given of the historical development and rationale behind the MTEA which is designed to measure listening comprehension, structure, vocabulary and reading comprehension skills of students who are learning English as a second language using the Tate Oral English syllabus. Several detailed tables provide 1977-78 data on the various test norms for the MTEA. (MARC)

9 Baldauf, Richard B., Jr. and Ivan K. Propst, Jr. Assessing the Readability of Materials for Elementary ESL Pupils. ERIC, 1981. ED 209 417.

This study argues that readability indices and the standard cloze procedure are not effective measures of text readability of supplementary English materials for elementary ESL students in a Pacific context. Readability indices do not adequately consider differences in sentence and paragraph structures while the standard cloze procedure is considered by the authors to be too difficult for beginning ESL students because of the production skills necessary to complete the required tasks. The authors however discovered that the matching cloze procedure, which emphasizes primary recognition skills, is highly reliable and is a more accurate measurement of readability of English materials for students in Saipan, Northern Mariana Islands.

The two matching cloze procedures given to elementary ESL students (Grades 4 and 5) in Saipan were based on stories taken from the South Pacific Commission's supplementary English reading materials. Despite difficulties encountered in designing a readability test of this type, the authors maintain their conviction that the use of matching cloze readability criteria is worth pursuing, particularly in the Pacific. (R.F.K.)

10 Baldauf, Richard B., Jr. and Ivan K. Propst, Jr. Measuring ESL Reading Achievement with Matching Cloze. ERIC, 1979. ED 186 468

In describing the matching cloze format used in constructing the Micronesian Achievement Test Series (MATS), the authors point to the format's ability to measure skills that are actually needed by elementary school level

ESL students in reading tasks. Specific problems faced by young ESL students and which the matching cloze format is sensitive to are also described. The matching cloze test requires students to comprehend more of a particular reading passage than do multiple-choice cloze tests.

The cloze procedure described was originally developed in Micronesia for use with ESL children but the authors assert that this procedure can be used in other situations in which students' language production skills are still developing. Summaries of nine studies of the matching cloze procedure that have been conducted since 1975 are also included. The studies show that the matching cloze test is a valid and reliable method of testing reading achievement. Relevant tables and discussion in this article indicate that the MATS reliability is relatively high, from .82 to .96. The matching cloze procedure is compared with the advantages and disadvantages of other cloze procedures. Detailed tables relating to the above studies are included as well as appendixes describing methods of constructing, administering and scoring the matching cloze test. (R.F.K.)

This paper was presented at the Micronesian Educators Conference in Saipan, Oct. 1979.

Also in: Micronesian Educators Conference, October 22-26, 1979. Participants Program Book. (MARC)

11 Baldauf, Richard B., Jr. and Ivan K. Propst, Jr. "Preliminary Evidence Regarding the Validity of a Modified Cloze Procedure for Lower Elementary ESL Students." Educational and Psychological Measurement 38.2 (1978): 451-55.

In an attempt to obtain more accurate reading achievement information about elementary ESL students in the Commonwealth of the Northern Mariana Islands than is available through cloze procedures used on the U.S. mainland, the authors used two standardized reading and achievement tests and the modified cloze procedure and compared results. The authors prefered the modified cloze procedure over the Gates-MacGinitie Reading Test and the Marianas English Achievement Test because the cloze procedure was found to have a higher concurrent validity with traditional vocabulary and reading measures. The modified cloze procedure was also determined to be free of the problems of cultural bias and linguistic inappropriateness that is characteristic of U.S. mainland reading achievement tests. (R.F.K.)

12 **Baldauf, Richard B. Jr. and Ivan K. Propst, Jr. "Use Matching Cloze Tests for Elementary ESL Students." Reading Teacher 32.6 (1979): 683-690.**

In examining the advantages of using a modification of the cloze procedure to construct elementary reading achievement tests for students in the Commonwealth of the Northern Mariana Islands, the authors concentrate on the use of three separate matching cloze tests, for use in grades three, four and five. These tests were used for a systematic evaluation of reading comprehension achievement throughout the Mariana Islands. Instructions for constructing, administering and scoring these matching cloze tests are given as well as data and discussion supporting the further use of this type of cloze test for evaluation purposes. The authors maintain that this method of reading achievement evaluation is more responsive to educational situations in the Mariana Islands than are tests designed to measure reading achievement of U.S. mainland students. The authors also discuss the advantages of using this type of cloze procedure in an isolated area with limited monetary and technical resources. (R.F.K.)

13 **Ballendorf, Dirk. "Dialects of Bilingualism." Micronesian Reporter. 27.4 (Fourth Quarter, 1979): 25-28.**

In emphasizing the strong connection that exists between language and culture, Ballendorf offers a brief history of the development of bilingual education in Micronesia and the various people, including Robert E. Gibson, who strived to help preserve Micronesian culture while at the same time "educating people to function internationally." He also reviews the various aspects of the English vs. vernacular use in education controversy as it developed over the years. He emphasizes the importance of the vernacular surviving also in written form and points to the Pohnpeian version of the Book of Luelen which examines Pohnpeian history and culture, as a way in which culture can be developed and preserved through language. (MARC)

14 **Ballendorf, Dirk A. "Education in Micronesia: The Gibson Years." Glimpses of Micronesia & the Western Pacific 19.3 (Autumn, 1979): 60-63.**

Besides reviewing the education environment that existed after World War II, particularly during the "Interior Department I" period (1951-63), Ballendorf also discusses Robert E. Gibson's progressive approaches to

culturally based education in Micronesia as Director of Education in the Trust Territory of the Pacific Islands from 1951 to 1965. He also reviews the English vs. vernacular language instruction controversy as it existed during this time period. Gibson's conviction that the vernacular should be used as a medium of instruction in the early grades with English learned in the later years of formal schooling, was frequently in conflict with Trust Territory officials who wanted to push for more English language instruction beginning in the early years of a child's schooling in Micronesia. (MARC)

Barcinas, J. See Rivera, Maria A.T.

B.E.A.M. See Spencer, Mary L.

15 **Beers, Henry P. American Naval Occupation and Government of Guam, 1898-1902. Washington, D.C.: Navy Department, Office of Records Administration, 1944.**

While this report, written under the supervision of several Naval officers, devotes only two pages (40-41) to education, particularly English language instruction, it nevertheless offers a portrait of the first attempts by the Navy to teach English to the Chamorros. It describes the efforts of several early English teachers, one of whom was paid $100 in gold per month. (MARC)

16 **Bender, Byron W. "Opening Remarks on English, Education Conference, March 14, 1963." A Manual for Teachers of English in the Trust Territory of the Pacific. Trust Territory of the Pacific: Department of Education, 1965. 36-40.**

Given the fact that those concerned with education in the Trust Territory of the Pacific Islands at the time of this manual were "committed to teaching as much English as rapidly as possible," Bender criticizes the use of U.S. mainland instructional methods and materials in the Trust Territory. He emphasizes the fact that stateside methods presuppose that students already have a "firm command" of the English language without allowing for the fact that English should be taught as a foreign language to students in the Trust Territory. He maintains that if the schools continue to use these mainland methods for "another fifty years...we will still not be ahead of the Chamorro-speaking population of Guam." English, he maintains, should be taught intensively as a subject and that instructors should use whatever medium of instruction works for lessons in other subjects. (MARC)

17 **Bender, Byron W. Some Suggestions for the Improvement of English Language Instruction in Micronesia. Saipan, Northern Mariana Islands: Headquarters Department of Education, 1956.**

In this paper that was written as a basis for an upcoming conference at Truk on English language instruction in Micronesia, Bender advocates a refocusing of the intensive English instruction policy in Micronesia to one emphasizing oral English instruction before moving on to instruction in written English. He recommends that a series of oral English lessons be adapted for Micronesians and reproduced for all intermediate schools. He points to the fact that while a series of oral lessons should really be developed for each of Micronesia's nine language areas, this would not be feasible because of time and economic limitations. Instead, he recommends that a general series be developed which anticipates all of the linguistical stumbling blocks Micronesian students encounter in learning English with separate introductions written for each District, pointing out probable trouble spots and strategies for overcoming them. Other recommendations emphasize the use of workshops and American instructors to teach English and other subjects as much as possible until Micronesian teachers are able to replace them using English as the medium of instruction. He emphasizes throughout the paper that the teaching of English to Micronesian students requires "the same special training as does the successful teaching of any foreign language." (MARC)

18 **Betances, Samuel. "Is Bilingual Education a Friend or Foe of the Indigenous Languages of the Marianas?" Chamorro Language Issues and Research on Guam: A Book of Readings. Ed. Mary L. Spencer. Mangilao, Guam: University of Guam, 1987. 44-54.**

In emphasizing the strong connection that exists between language and culture, Betances examines the potentially positive and negative impact of bilingual education on the strength and maintenance of the Chamorro and Carolinian languages. He examines the weaknesses of bilingual education programs that are designed to approach language learning problems in the United States mainland but which are inappropriate for the Northern Mariana Islands. He discusses the impact these programs have on attitudes toward languages and their related cultures and emphasizes the benefits of establishing a clearly defined language policy which protects indigenous languages and cultures in the Marianas. (R.F.K.)

19 Betances, Samuel. "Limits of Cross-Cultural Education in Solving Ethnic Conflict in Guam." Pacific Daily News 12 Oct. 1977: 3-7, 14 (Islander section).

This article examines the debate over the extent to which cross-cultural education (of which bilingual-bicultural education is considered to be a part) can reduce ethnic conflict existing between the several ethnic groups residing on Guam. Betances considers what groups will benefit from cross-cultural education in Guam as well as "which people will be hurt by such programs." He also profiles each ethnic group as well as their expectations of Guam and how members of each group view Guam in relationship to their future. He examines the implications of attempting to promote cross-cultural education in a way that encourages harmony among these groups in view of these factors.

In profiling the American statesider and the Chamorro people, Betances looks at their conflicting perceptions of education. Because the military does not run its own schools, military personnel, Betances says, generally expect their children to receive an American education while the Chamorros "expect to receive an education which will enable them to have continuity of peoplehood, and control of their society in their homeland." Considerable attention is also centered on conflicts existing between Filipinos and Chamorros.

Betances advocates greater Chamorro control over institutions, particularly public schools, and maintains that the Chamorro language must be taught as a required subject and that decisions based on the needs of the Chamorro society be made as to which subjects can be taught in Chamorro and/or in English.

He concludes with an argument for a more socially oriented reaction to cultural and economic conflicts in Guam than relying on cross-cultural education programs to solve group conflict on the island. (MARC & Nieves M. Flores)

20 Bianchini, John C. and Peter G. Loret. Micronesian Achievement Test Series Technical Report. Berkeley, California: Educational Testing Service, 1980.

This report provides a detailed analysis of norm tables established for the Micronesian Achievement Test Series (MATS) from test data obtained in 1979 from a sample of 6,000 Micronesian children (grades 3 through 7). The

test results of the children who participated in this standardization of the MATS are summarized in the form of means and standard deviations in raw score units for each grade that was tested. The majority of this report contains numerous tables indicating numbers, means and standard deviations for various areas of Micronesia. Appendixes show norms for the Northern Mariana Islands, Kosrae, Marshall Islands, Palau, Pohnpei, Truk and Yap. (R.F.K.)

21 **"Bilingual Education Program Offered by Dept. of Education." Pacific Daily News 3 Nov. 1971: 12.**

This article discusses the primary purpose of the new Bilingual Education Program developed by Guam's Department of Education, which was to decrease reading and speaking difficulties of Chamorro children who come from bilingual homes. Specialists in charge of the program gave parents copies of the first book their children would use to learn to read Chamorro: Leble-Ku Lettran Chamorro (My Book of Chamorro Letters). The development of the Bilingual Education Program (which was in its second year at the time of this article) is also discussed. (MARC & Nieves M. Flores)

22 **Bird, David and Jean Kirschenmann. Designing Literacy Programs for Pacific Island Schools: The Issue of Mass Produced Reading Texts. Unpublished ms., 1981. University of Hawaii, Bilingual Education Program for Micronesia.**

Pointing to evidence from Yap which indicates that active community literacy transcending generations is not dependent upon mass produced texts and other printed material, the authors examine some aspects of first language "literacy" that can be taught in Yap and most likely in other areas of the Pacific without these materials. While the authors endorse books and other materials as being necessary for several aspects of learning, mass produced books are not essential for teaching first language skills to Pacific children. They dismiss the concept that literacy in a first language needs to be equated in some way with the availability of written work in the vernacular.

When the authors were involved in 1980 in the development of a first language writing program for schools in Yap, they collected data concentrating on: (1) community attitudes toward first language literacy; (2) teacher attitudes and practices in regard to using and teaching first language literacy skills and (3) attitudes on what characterizes acceptable behavior in children in Yap (excluding the outer islands of Yap). The researchers found the Yapese to be "for the most part a highly literate people" who make daily use of their language in written form without the benefit of much printed

material. The authors recommend using the different types of writing that children are exposed to outside of school to strengthen literacy in their own language and training local producers of written material in "productive literacy skills" on a more regular basis. (R.F.K.)

23 Biribo, Teraaka, et al. Kiribati Language Readability Research Report. Suva, Fiji: University of the South Pacific, 1987.

While attempting to determine whether the Mugford Readability Chart could be used or adapted for use with the Kiribati language reading material at the middle and upper primary school levels in Kiribati, this study found that over 45% of the students tested in twenty-four schools had difficulty understanding the vernacular material they were assigned to read. While it was found that the Kiribati Cloze Test, used as a concurrent validity test, did not allow for accurate correlation with the Mugford Readability Chart, this study concluded that steps must be taken to develop appropriate reading material and to use them in ways that are more sensitive to the children's reading levels. The report contains numerous supporting tables of statistical data. (R.F.K.)

24 Borja, Guadalupe C. "The Bilingual Challenge." Pacific Daily News 28 Aug. 1974: 5.

A workshop given for new school teachers by Sister Ellen Jean Klein is summarized in this article. The workshop stressed the fact that Chamorro speaking children in early elementary grades have difficulty in learning the grammar, sounds and vocabulary of English because of the structure of the Chamorro language. New teachers were encouraged not to be "purists" in teaching English but to "take the middle ground" so as not to discourage Chamorro children. (MARC & Nieves M. Flores)

25 Borja, Guadalupe C. "Future of Bilingual Education 'Depends on Next Legislature'". Pacific Daily News 12 Dec. 1974: 5.

Attempts by Guam's Bilingual Education Program director, Sister Ellen Jean Klein, to acquire Government of Guam funds to continue the program beyond its fifth year is summarized in this article. Summarizations of funds received in the past for the program as well as Sister Klein's requests are also given. (MARC & Nieves M. Flores)

26 **Borja, Paul L. "Chamorro Language Slowly Dying?" Pacific Daily News 25 March 1982: 1, 4.**

In a lecture given by Prof. George Riley during a Micronesian Area Research Center lecture series, Riley pointed to an "alarming trend" of an increasing number of Chamorro students who felt that one did not have to speak Chamorro in order to be Chamorro. A 1980 survey indicated that 49.8% of the Chamorro freshman students surveyed at the University of Guam felt this way. Riley compares this with the fact that a similar survey conducted seven years previously showed that 90% of those surveyed felt that speaking Chamorro was a part of being Chamorro. He emphasizes the strong connection that must exist between language and culture. (MARC & Nieves M. Flores)

27 **Broadbent, William A. The Bilingual Education Project: Kolehion Mandikiki. Evaluation Report. Portland, Oregon: Northwest Regional Educational Laboratory, 1971-1975. Title Varies.**

The interim and final reports of the five years in which these evaluation reports were published, deal primarily with the evaluation activities conducted to determine the beneficial effects of the ESEA, Title VII Legislation. Title VII's primary purpose was to make funds available to school systems interested in employing bilingual and bicultural education programs. These various evaluation reports for Guam's Department of Education respond to the Title VII requirement that the effectiveness and validity of these experimental programs be evaluated and reported.

The first volume describes the evaluation design and modifications made before the design was used. It also discusses the evaluation project's target population and instructional contexts. A breakdown is given of pupil characteristics of the two schools involved in experimental bilingual programs and of the two schools involved in a control program. These characteristics include family income level, location, language achievement tests, sex, age and numerous other elements.

The data gathered in pretests and protests and extensively analyzed in numerous tables are used to determine the validity of the concept that programs which expose students "to specific learning environments where their predominant language is employed, will progress more rapidly in the learning of generic language arts skills." The Gumpgookie Test was also used as a measurement device for assessing positive attitudes and personal motivation among learners.

Also included in volume one is Broadbent's Reliability and Validity Analysis of the Chamorro Version of the Auditory Test for Language Ability Employed on Guam.

The July 1971 Final Evaluation Report on the Guam Bilingual Education Project reaches the conclusion that not only did the experimental, bilingual programs employed in the measured school classrooms encourage more participation and eagerness among the students than was observed in the control context, the pretesting and postesting results also indicated that bilingual education is not likely to retard the development of English language skills. The extensive, statistical nature of the supporting data which is measured in terms of linear correlation, t value, means and standard deviations, is relatively technical and is frequently integrated into the author's narrative.

The April 1972 Interim Evaluation Report addresses the extent to which the negative aspects of the juxtaposition of one language used at home and another language used in the schools can be avoided by employing bilingual and bicultural instruction. The author strongly feels that children growing up in the bilingual setting of Guam and other Pacific islands can benefit from bilingual programs that make use of the vernacular and the English language in the classroom. The use of a Chamorro bilingual and bicultural instruction program is seen by the author as the most sensible alternative for Guam's educational system. The same type of experimental group/control group method of evaluation that was used in the previous evaluation reports is also used in the April 1972 report. The April 1972 report's tables contain different data but once again support the value of the Chamorro bilingual program.

The July 1972 report is entitled Project Kolehion Mandikike: An End of the Year Evaluation Report and again points to the value of the bilingual education program for Guam. Besides relying on the same type of data used in the previous evaluation reports, the author discusses the attempts that were made during the year to develop a reliable instrument to assess first grade students' personal feelings about their experiences in the classroom. Efforts were also made to develop a Chamorro Linguistics Test as well as to "assess the impact of the bilingual educational program as an intervention variable on any possible variance in learning outcomes."

The March 1973 mid-year report contains a brief discussion of the fear of many U.S. Congressmen that "the perpetuation of multilingualism in the United States might lead to the Balkanization of the nation." The specific concerns of this particular report include the reliability and validity testing of the Chamorro Linguistics Test and the development of an additional section to this test measuring sentence and paragraph comprehension. A Semantic Differentials Inventory for Primary Grade Pupils was developed to measure variances in attitudes about school and school-related values among second graders. According to this report, this measurement instrument was eventually replaced by the Attitudinal Inventory. Like the previous reports, the April 1973 report, as well as subsequent reports, depend on intricate tables to support research on Guam's Title VII bilingual education program. (MARC)

28 Capell, Arthur. "Education in Micronesia." Educational Forum Nov. 1950: 15, 79-92.

Delivered at the 1949 Seventh Pacific Science Congress in New Zealand, this paper examines the history of education in Micronesia, focusing on the extent to which English and the vernacular were used as a medium of instruction. Capell discusses the detrimental effects that the Spanish, German and Japanese languages had upon the usage of English among Micronesians up to 1949. He recommends that "Micronesian education ought to begin with the vernaculars of the various peoples," particularly in reading and writing while simple, spoken English is being taught. Capell advocates initiating a more thorough study of English after Micronesians have become fairly fluent in reading and writing their own languages but allowing the English language to remain a second language and one subject within a syllabus of other subjects. In order for Micronesian students to gain a wider understanding of the outside world, he says, they must first be knowledgeable in their own language and culture. He discusses the kind of curriculum that will accomplish these goals. He also recommends that the Naval Administration of the Trust Territory officially recognize, for the purpose of education, one indigenous language for each of the major areas of Micronesia but warns against seeking a uniform system of education throughout Micronesia. (R.F.K.)

29 Champion, Cecilia A. "Choosing a Basal Reading Program for Guam." Proceedings of the Sixth Annual Symposium on Reading. Ed. Eileen G. Cotton. Mangilao, Guam: University of Guam, 1986. 103-111.

This paper discusses the process followed by a 1984-85 Task Force composed of Guam elementary and middle school teachers in evaluating and eventually choosing four basal reading series for use on an experimental basis during the 1985-86 academic year. The method of evaluation was based on skill tracing which examines how each basal reader introduces and teaches reading skills. The Task Force concentrated on the basal readers' ability to teach the "skill of main idea" because it was one of the lowest tested subskills on a locally developed criterion reference test given at grade levels 2, 4, 6 and 8. The author emphasizes the need to analyze other aspects of these readers including the development of vocabulary and comprehension skills. (R.F.K.)

30 Chang, Lester. "Bilingual Programs Here Ahead of Other Areas." Pacific Daily News. 12 Jan. 1980: 7.

Linguist Dr. Donald Topping maintains in this article that bilingual

educators from Guam and Micronesia are better financed and organized than their counterparts in the rest of the Pacific. He attributes some of this difference to the multitude of languages, pointing to the fact that some island countries in Melanesia have several hundred languages. In the South Pacific, only Fiji and American Samoa, he said, have bilingual education programs supported by the government. He compares other bilingual practices in the South Pacific with Guam's and emphasizes the importance of bilingual education in Guam for preserving the Chamorro language and culture. Topping was speaking at the Pan-Pacific Bilingual Conference hosted by the University of Guam's Bilingual-Bicultural Training Program. (MARC & Nieves M. Flores)

31 **Chang, Lester. "Kids to Learn Chamorro in School." Pacific Daily News 20 Aug. 1979: 3.**

This article discusses Guam's Department of Education's Chamorro Language and Cultural Division's implementation of Chamorro language instruction in grades kindergarten through second grade and the role of the University of Guam's Bilingual-Bicultural Training Program in preparing instructors in Guam and Micronesia for bicultural bilingual teaching responsibilities. (MARC & Nieves M. Flores)

32 **Combs, Martin and Bjorn H. Jernudd. "Kumision I Fino' Chamorro (Guam)." Language Planning Newsletter Nov. 1981: 1-2.**

This article reviews the original creation and purpose of the Commission on the Chamorro Language which was first established in 1964. Relevant sections of the Government Code, Chapter 13 concerning the Commission are reproduced. The authors also summarize the "orthography issue" which involved the selection of an official orthography for the Chamorro language in Guam. (University of Hawaii at Manoa)

33 **Conrad, Jo Ann. Teacher's Guide for Essential English for Micronesian Adults. Trust Territory of the Pacific Islands: Office of Education, Division of Adult Education, 19--.**

This is a chapter by chapter guide to the text of Essential English for Micronesian Adults which emphasizes the development of English skills by using practical situations, vocabulary, etc. in a tightly structured syllabus. (MARC)

Essential English for Micronesian Adults is available through ERIC (1980) ED 194 686.

34 Cooper, James G. Predicting School Achievement for Bilingual Pupils. Guam: s.n., 1957?

This study attempts to understand to what degree measures of intelligence available at the time of this work successfully predicted school achievement for bilingual students (mostly Chamorro) in Guam. The following tests were given to 164 students in grade five at various Guam schools: (1) The California Test of Mental Maturity, '50 S-Form, Elementary, (2) the Davis-Eells Games, Intermediate Level and (3) the Culture Free Intelligence Test, Scale 2, Form A. Three individual tests of intelligence were also given to a stratified, random sample of 51 students: the Leiter International Performance Scale, the Wechsler Intelligence Scale for Children and the Columbia Mental Maturity Scale. The author maintains that the resulting data demonstrated that all of these tests predicted school success for Guam's bilingual students with a degree of accuracy ranging from moderate to high. (MARC)

Cruz, Jose Q. See Lotz, David.

35 Cruz, Sister Maria Teresa. "The Effects of a Bilingual Teaching Approach as Compared to an 'English Only' Teaching Approach of Mentally Retarded Children." Unpublished ms., 1973. University of Guam, R.F.K. Memorial Library, Special Projects Collection.

The author examines the different effects of teaching reading to Educable Mentally Retarded Children by using a bilingual (Chamorro and English) approach and an English only approach. She provides background information on reading instruction for the mentally retarded and discusses the benefits of using a bilingual approach. Using a control group (English only instruction) and an experimental group (English and Chamorro instruction) at Chief Brodie Memorial School (Guam), the students were taught reading daily for 45 minutes. While no significant improvement was indicated in the experimental group using the Peabody Picture Vocabulary Test and the Sulllivan's Placement Test, the author maintains her preference for a bilingual teaching approach, particularly because of its positive impact on a child's self-concept. She recommends that a repetition of this study be performed on a larger population group and for a longer period of time. (R.F.K.)

36 **Cruz, Teresita T. "A Quantative Analysis of the Oral Vocabulary of Kindergarten Pupils on Guam." Unpublished ms., 1977. University of Guam: R.F.K. Memorial Library, Special Projects Collection.**

This study examines whether or not kindergarten students on Guam have an insufficient amount of oral vocabulary as compared to the written vocabularies in the Houghton-Mifflin first grade basal reader, the two hundred Dolch sigh word lists and the Dolch ninety-five nouns. In examining the vocabulary capacities of fifty kindergarten students on Guam, the author uses language arts pictures from the Ginn Company Pre-reading Series. Results indicate a very limited vocabulary of English words with which to identify objects in the pictures. Responses to the Ginn pictures are included as an appendix. This study is intended to emphasize to kindergarten teachers in Guam the importance of developing adequate language skills and "providing direct and vicarious experiences to increase the children's oral vocabulary necessary for meaningful, beginning reading in the first grade." (R.F.K.)

37 **Daggett, Daniel C. "A Word to the Older Boys of Guam." Guam Recorder Feb. 1935: 299.**

Using Abraham Lincoln's mastery of the English language as an example, the author expresses his disappointment at the lack of English conversation heard outside the classroom and encourages Chamorro students to avoid speaking Chamorro in groups after school. Because the government of Guam "has generously provided you with the opportunity of acquiring the official language of Guam" students should show their appreciation of this opportunity by committing themselves to expressing their thoughts in English. (MARC)

38 **Day, Richard R. "ESL: A Factor in Linguistic Genocide?" On TESOL '80. Building Bridges: Research and Practices in Teaching English as a Second Language. Ed. Janet Cameron Fisher, Mark A. Clarke and Jacquelyn Schachter. Washington, D.C.: Teachers of English to Speakers of Other Languages, c1981.**

In contending that ESL programs in Guam "may be helping to contribute to the demise of Chamorro," Day suggests that a maintenance bilingual program could slow down and perhaps eventually reverse "the apparently inevitable extinction of Chamorro on Guam." He summarizes

several of the reasons for the "loss of vitality" of the Chamorro language including the fact that because many Chamorros believe that English is the key to economic success, parents encourage their children to speak English even at home. He offers several reasons for his speculation that ESL programs in Guam help to reinforce positive attitudes toward English and negative attitudes toward Chamorro. He also criticizes the practice of placing Chamorros with immigrants to Guam and using the same ESL programs to teach them English. The maintenance bilingual program Day recommends for Guam places an equal emphasis on both Chamorro and English. In concluding, he stresses the need for those in the TESOL profession to recognize and accept responsibility for the results of teaching English abroad. (R.F.K.)

39 **Development Associates, Inc. Report on Extra-State Jurisdictions: Supporting Volume I of 'A Study of State Programs in Bilingual Education. ERIC, 1977. ED 142 055.**

In this study submitted to the Office of Planning, Budgeting and Evaluation of the U.S. Office of Education, an overview of bilingual education in Guam and other parts of Micronesia is given with an emphasis placed on the impact of federal bilingual education policies on Guam and Micronesia's bilingual education programs. The study traces the historical development of bilingual education programs in Guam, particularly programs initiated as a result of Public Law 12-31 (12th Guam Legislature, 1973 Regular Sessions) authorizing the Board of Education to develop and initiate a bilingual bicultural program, emphasizing the language and culture of the Chamorros.

The study also traces the impact of related legislation and federal grants, particularly grants received under ESEA Title VII, Bilingual Education Act. The study discusses the impact of this bilingual education program on Guam, particularly in light of the fact that "this is an island which as late as two or three years ago had a law prohibiting the speaking of anything but English in any public building or facility." It also includes a breakdown of 1976 finances received in Guam through the various ESEA titles.

The report also examines the history of bilingual education in Micronesia, eventually focusing on the United State's impact on bilingual programs. The study emphasizes the fact that while Micronesian children received instruction in English during the 1960's, parents feared that the schools were emphasizing American related culture and heritage at the cost of minimizing Micronesian heritage and values. This prompted numerous resolutions by the Micronesian Congress which eventually led to implemention of bilingual bicultural programs, largely through ESEA Title VII projects.

The report also provides a table based on the 1975-76 school year identifying the total number of students throughout Micronesia "in need of bilingual education" and the low number of Micronesian students actually

enrolled in bilingual education programs. Another table gives a breakdown of the educational qualifications of Micronesian teachers. The report attributes the renewed attention paid to bilingual education to U.S. federal policies on bilingual education.

This report also examines bilingual education programs in American Samoa, Puerto Rico and the Virgin Islands. (R.F.K.)

Also published by the National Technical Information Service (NTIS), 1977. Document number: PB 80-188162. (MARC)

40 **Diamond, R.M. "Educational Challenge in the Pacific." NEA Journal Mar. 1968: 30-32.**

This article discusses Guam's Department of Education's turning in 1966 to the NEA Department of Audiovisual Instruction to explore ways to improve Guam's educational program, particularly English language instruction, by the creative use of instructional media. A survey team recommended the maximum use of various types of multimedia to teach English "as a first language" with the ultimate goal of enabling all citizens on Guam to speak and write English proficiently. Other recommendations include the development of an intensive pilot project in two "of the more isolated schools" which would be designed to train instructors how to teach "precision English" at the elementary level. The project was to include in-service training and the development of instructional materials. The team recommended that this pilot project, if successful, be extended to the whole island. Other recommendations included the establishment of educational television and radio stations and the use of various types of media "to build among Guamanian children a deep appreciation of and respect for their own rich culture and a pride in their heritage." (R.F.K.)

41 **Dogger, Barbara. A Comprehensive Developmental Studies Program for International Students. ERIC, 1981. ED 203 905.**

This paper discusses Micronesian students' progress in a comprehensive developmental studies program at Navarro College in Corsicana, Texas. A large portion of the program concentrated on developing their English language skills and acquainting them with American culture. The author considers their progress to be encouraging and the report offers pre-test and post-test scores in math, reading and ESL classes.

Originally presented at the Annual Meeting of the Western College Reading Association in Dallas, April 9-12, 1981. (R.F.K.)

42 "Ed. Department Trying to Save Culture." Pacific Daily News 25 Apr. 1973: 4.

This article discusses Guam's Department of Education's attempts to include the Chamorro language and culture in the public school curriculum. It offers a detailed discussion of the Guam Readers series developed in cooperation with the Northwest Regional Laboratory in Portland, Oregon, which was intended to replace the typical suburban environment of the "Dick and Jane" series with activities and situations that relate to Guam. Guam legends are included in the series as well as slides painted by Guam artist Andriano Pangelinan. Elementary students were also permitted to use Chamorro words in describing everyday activities. English equivalents were then introduced into the students' vocabulary without making them feel self-conscious because they used the Chamorro word. Also discussed is a language program that was being developed for kindergarten students based on problem areas that occur in learning Chamorro and English. The article also discusses several other projects designed to enable students to become more familiar with wildlife and plants on Guam. (MARC & Nieves M. Flores)

43 Elameto, Jesus Mareham. "Linguistic Dimensions of Vernacular Education for Saipan Carolinians." Masters Thesis. University of Hawaii, 1977.

In an effort to provide information on the Carolinian language for curriculum writers and teachers of the Carolinian Bilingual Project (Marianas Department of Education), the author concentrates on the phonology, morphology and syntax of the language. He points to the importance of this linguistic information for the design and use of a standard orthography that may be used in writing the Carolinian language. It may also be used as a step in determining the readability levels for school children. The work contains numerous examples and illustrations of the linguistical and grammatical dimensions of the Carolinian language. (MARC)

44 Emesiochl, Masa-Aki N. "Bilingual Education in the Trust Territory." Micronesian Reporter Third Quarter, 1977: 5-12.

In tracing the historical development of bilingual education in Micronesia, the author focuses on concepts, aspirations and actual educational programs designed to teach more effective use of the vernacular while developing an understanding and appreciation of English as a second

language. The author maintains that the directions bilingual education will take depend in part upon the type of association Micronesia will have with the United States. Bilingual education programs reviewed include the Rota Bilingual Learning Project, the Chamorro Bilingual Reading Program and the Bilingual Education Training Program for Micronesia. (MARC)

45 "English in Schools of Guam." Guam Recorder Sept. 1924: 5, 12.

This editorial discusses the value of the "direct method of teaching of English" in which English is taught and used exclusively in the schools beginning in a student's first year. By acquiring knowledge of English, the author believes that not only will it put Chamorros in touch with the outside world, it will, through the public schools, bring them "a knowledge of sanitation and hygiene which will enable them to live in a correct manner." By enabling them to acquire English language skills, the writer continues, "Guam should become one of the garden spots of the world." (MARC)

46 "The English Language." Guam Recorder March 1924: 10.

This editorial maintains that the key to appreciating beauty in the world is to learn to read the English language. One of the purposes of the Guam Recorder, the writer says, is to teach the English language and thereby enabling the reader to "be a better citizen of the community." (MARC)

47 Federated States of Micronesia. Kosrae State Department of Education. Language Arts Framework. Kosrae: Kosrae State Department of Education, 1983.

In discussing the objectives and scope of the Kosrae State Department of Education's Language Arts Program, the authors emphasize the need to provide consistency in language arts instruction in all schools, classrooms and grade levels in Kosrae. The need to upgrade instruction in the Kosraean and English language arts is also discussed. A table and related text give a grade by grade analysis of the percentage of classroom instruction that is conducted in the Kosraean and English languages. Students in the early years of schooling receive their instruction in Kosraean. An increasing amount of instruction is in English so that by the time the student enters high school, most instruction is in English.

This guide for teachers also examines the role of several major language arts skills in Kosrae's language arts program and stresses the student achievement goals that are an intricate part of Kosrae's Language Arts Curriculum. The rationale for the sequence of language arts skills that are introduced to students is provided.

Included in this guide is a sample weekly language arts instructional schedule for grades 1-12. The Language Arts Framework Supplement, published in 1983, offers numerous sample lesson plans with suggested activities which follow the "sample weekly language arts instructional schedule" for each grade. Lessons for grades 7-12 rely heavily upon the Hawaii English Program-Secondary (HEP-S) materials. (R.F.K.)

48 Felling, Nancy. "Claim Bilingual Learners Better." [sic] Pacific Daily News 3 May 1973: 4.

This article summarizes conflicting views of Dr. Monika Kehoe and Dr. Mary Rainey on the extent to which Chamorro children are truly bilingual. It also summarizes the findings of Dr. William Broadbent on the extent to which students in bilingual programs on Guam are more responsive and active learners than students in traditional programs. Rainy disagrees with Kehoe's contention that "few Guamanian children presently entering kindergarten even understand Chamorro" and points out that in fact 80 percent of Chamorro kindergarten students in a 1972 University of Guam study by Lolita Huxel know both Chamorro and English. Rainey finds fault with the fact that the language habits of these children were not observed in the homes.

William Broadbent of the Northwest Regional Educational Laboratory reported that mid-year second grade students participating in bilingual programs at Price and Torres Elementary schools were ahead in reading readiness and were doing better on tests of Chamorro language proficiency and reading skills. (MARC & Nieves M. Flores)

49 Ford, C. Christopher. "Adult Education in Micronesia: Problems and Prospects." Education in Melanesia Ed. J. Brammall and Ronald J. May. Canberra, Australia: The Australian National University, c1975. 181-189.

Focusing on literacy training in the English language as one of the basic objectives of the Adult Basic Education Program (ABE) in Micronesia, Ford examines possible reasons for a low number of Micronesians actually studying English in the program and remaining in the English language portion of the program until completion. He examines reasons for high drop out rates and points to an ambivalence among many Micronesians who have

questioned whether or not a sacrifice of some of their traditional lifestyle was worth the effort involved in learning English as a second language.

The Kiti Culture class in Pohnpei demonstrated that short courses emphasizing the preservation of indigenous cultures at a time of increasing pressure of American influence was a legitimate, basic form of education. As a result of the Kiti Culture class, Ford concludes that English instruction in the Adult Basic Education Program should continue only to the point at which there is a demonstrated demand for such instruction. He recommends that future English classes avoid the formality of the traditional school setting. (MARC)

50 **Ford, C. Christopher and Harold Sergeant. Program Evaluation of Adult Basic Education on Guam, 1970-1971. Guam: University of Guam?, 1971.**

In the course of their evaluation of the ABE program in Guam, the authors review what they consider to be a generally successful English as a second language program, particularly in terms of encouraging positive attitudes toward the English language in the face of a certain "anti-English language attitude" that they maintain prevailed in 1970 and 1971. The authors point, however, to a general lack of experience and commitment to the "aural-oral" method of teaching English as a second language. The authors also offer a brief, historical look at the role of English language instruction in the ABE program in Guam and provide tables and discussion dealing with enrollments and test scores measuring proficiency in English language skills. (MARC)

51 **Ford, C. Christopher and Walter Scott Wilson. Report on the Evaluation of the Adult Basic Education Program of the Trust Territory of the Pacific Islands. Mangilao, Guam: University of Guam, 1971.**

In this review and evaluation of the Adult Basic Education Program in Micronesia, the authors discuss the successes and problems of the ABE in the Marshalls, Ponape, Truk, Palau, Yap and the Northern Mariana Islands. The authors provide statistics on the number of adults in these areas who were not literate in English as of 1971 and describe English courses and related teaching methods used in these areas. Other courses are also described and numerous recommendations for the improvement of the ABE program in Micronesia are made from observations of adult education throughout Micronesia. (MARC)

52 **Frander, Robert, Jr. "Teaching a Severely Reading Disabled Seventh Grader Using the Corrective Reading Program and Science Reading and Study Skills." Masters Thesis, University of Guam, 1978.**

The author examines the effectiveness of the Corrective Reading Program (CRP) as developed by Science Research Associates in raising the confidence level and English language skills of a male student whose first language is Chamorro. Regarded by public school teachers as being poor in reading, mathematics, listening and speaking vocabularies as well as low in confidence, the student increased confidence, sight vocabulary, learned decoding skills and effective study techniques as a result of the CRP. The author maintains that there is a lack of data on the difficulties encountered by second language speakers of English on Guam who are learning to read. (R.F.K.)

53 **Gault, C. Sablan. "Students Lack Skill in Chamorro, English." Pacific Daily News 1 May 1981: 8.**

Attempts made by the Chamorro Language and Culture Program and the Bilingual-Bicultural Education Program to undo misused English language patterns usually passed onto children by Chamorro parents and establish a strong base of good Chamorro are discussed in this article. (MARC & Nieves M. Flores)

54 **Gibson, Robert E. "Putting the Mother Tongue Back Into the Classroom: ESL and Bilingual Education in Micronesia." NABE Journal Winter 1979-8: 49-58.**

This article reviews past failures to develop real bilingual education programs in Micronesia which Gibson maintains were little more than ESL programs during the sixties and part of the seventies. One of the primary barriers to bilingual education for Micronesian students was the lack of the development of vernacular materials for classrooms. He examines numerous other barriers including a lack of confidence in the mother tongue and the lack of Micronesian language specialists.

Gibson explores the potential for using the vernacular in classroom instruction when students do not yet have an adequate control of English. He emphasizes the fact that using the vernacular as a medium of instruction generally produces an enthusiastic response from students and helps to eliminate barriers imposed upon students who would otherwise be trying to comprehend classroom instruction through an inadequately developed language.

The author also briefly reviews the work of the Pacific Languages Development Project (PLDP) and the Bilingual Education Project for Micronesia (BEPM). (R.F.K.)

55 Gibson, Robert E. State of the Art of Pacific Bilingual Education. ERIC, 1981. ED 258 450.

Gibson supports his recommendation for a federal commitment to bilingual programs, research and teacher training in Guam, Micronesia and American Samoa by examining the state of bilingual education in these areas. This discussion, which includes a history of education and language usage in each area, places an emphasis on program development and maintains that low funding and a lack of research, training and materials compromises the potential of these programs. He criticizes the fact that as of 1981, bilingual education efforts were almost entirely funded by Title VII ESEA and Title VII ESAA, using guidelines developed for the U.S. mainland which do not reflect the unique conditions that exist in the Pacific. Specific recommendations in the area of program development are given. (R.F.K.)

Also published in Los Angeles, California by the National Dissemination and Assessment Center, California State University, 1981. (University of Hawaii at Manoa)

56 Gibson, Robert E. "Teaching English in the Trust Territory." Unpublished ms., 1963.

This memo to new teachers in the Trust Territory summarizes the difference between teaching English skills to mainland American children and to children of Micronesia. Approaches to teaching the English language in Micronesian schools which rely heavily on the oral approach are also described. (MARC)

57 Gibson, Robert E. "The Use of the Vernacular and of English in the Schools of Trust [sic] Territory of the Pacific Islands." Unpublished ms., 1963.

This manuscript summarizes the debate over when English or the vernacular should be used as a medium of instruction in Micronesian schools and includes a lengthy summary by Alfred Smith of a meeting held in Gibson's office on November 9, 1951.

Smith advocated postponing the teaching of English until "the later grades in school" and dismissed the concept that learning occurs most rapidly

during early childhood as a fallacy. Smith also believed that local languages do not have to be taught as a subject as does English as a foreign language. As a result of this meeting, an ad hoc committee was established to decide when English should be taught in the schools. Gibson also summarizes several studies that were done on this subject including a UNESCO report produced in 1950 or 1951 which concluded that the vernacular should be the medium of instruction for the first four years of a child's education. (MARC)

58 Gibson, Robert E. and M.W. Goding. A Curriculum for the Intermediate Schools of the Trust Territory. Rev. ed. Saipan, Mariana Islands: Department of Education, 1963.

This discussion of curriculum objectives and classroom strategies emphasizes the need to demonstrate the "highest standards of both Micronesian and American cultures." Its section on language arts curriculum is intended to allow continual growth and communications in both indigenous and English languages. However, classroom strategies offered in this curriculum focus on teaching English to Micronesian students. (MARC)

Goding, M.W. See Gibson, Robert E.

59 Gould, Clotilde. Report From Guam for the South Pacific Commission, 8th Regional Education Conference. Guam: s.n., 1976.

This report for the government of Guam for the Annual Education Conference in Palau, contains an introduction and paper by Gould concentrating on the implementation and objectives of the Chamorro Language and Culture Program. The author emphasizes the need to complement the teaching of Chamorro with the teaching of the Chamorro heritage as well. The paper also outlines the areas in the program that need development including the production of materials and resources in biographical sketches, Chamorro customs and teacher guides. (MARC)

60 Gould, Clotilde. "Unu, Dos, Tres, Kuatro." Pacific Daily News 16 Jan. 1977: 9-10 (Islander Section).

This article emphasizes that while competency in standard English is an important objective in Guam's public schools and while Guam's close

connection with the United States is undeniable, it is still necessary for Chamorro children to be given the kind of instruction that emphasizes their uniqueness as a people. One major step in this direction is the discarding of U.S. mainland oriented reading materials that depict life in America and replace them with material that reflect the realities of life on Guam. (MARC & Nieves M. Flores)

61 Groves, Peggy L. The Writing of Micronesian ESL Students. ERIC, 1980. ED 247 573

This study examines not only the content and syntax of the writing of fifteen ninth grade Micronesian ESL students, but also their "composing behavior" to determine what impact, if any, Western culture had upon the subjects they choose to write about in their class journals. All fifteen students produced first person narratives centering around island situations and settings with a few entries using the descriptive or expository modes. Two case study subjects, one with more exposure to Western culture than the other, demonstrated considerable differences in the content of their writing. Groves also discusses the frequency of adverb and noun clauses in the students' writings. The study includes a questionnaire given to the case studies. Students were attending Outer Islands High School at Falalop, Ulithi in Yap. (R.F.K.)

62 Guam. Chamorro Language Commission. Chamorro Language Commission: 1983 Annual Report. Agana, Guam: Government of Guam, 1983.

This report, written in English and Chamorro, examines the Chamorro language in terms of history, language policies on Guam, the standardization and prescription processes and issues for the Chamorro language and the preservation of the language. It also summarizes the duties and legal responsibilities of the commission and offers numerous findings and recommendations. These recommendations regarding the Chamorro language are made only in terms of the operation of the government of Guam and the Chamorro Language Commission. Besides providing a current view of the public state of the Chamorro language, this report intends to provide a basis for informed decision making on issues relating to the Chamorro language. Contains several appendixes including an orthography adopted by the Commission. (R.F.K.)

63 Guam. Department of Education. Directions in Education. Agana, Guam: Department of Education, 1974.

In this review of activities designed and administered under the authority of the Guam Department of Education, this report examines aspects related to bilingual bicultural education in Guam (p. 76-80) including its contention that there is a tendency by Chamorros, particularly Chamorro parents, to consider their indigenous language to be of less importance than the English language. The major programs and related goals of Guam's Department of Education's bilingual bicultural commitment to public schools are also discussed. Programs include Facilitating Language Arts Through School and Home (FLASH), Kolehion Mondikike', Direct Instructional System for Teaching Arithmetic and Reading (DISTAR), Hawaii English Program (HEP) and the Chamorro Language and Culture Studies. (MARC)

64 Guam. Department of Education. ESSA Project Proposal: Chamorro Language and Culture, 1974-75. Agana, Guam: Department of Education, 1974?

In this proposal for the continuation and expansion of the ESAA Chamorro Language and Culture program, the ability of the program to counter a decline in a knowledge among young people of the Chamorro language and culture is discussed as well as areas in the program that need to be upgraded and expanded in order for the program to effectively reach its goals and objectives. The long-range goal of the program is stated in the proposal as "the eventual implementation of Chamorro language and culture courses to be taught at all grade levels in every school under the jurisdiction of the Guam Department of Education." Objectives for the continuation and expansion in the areas of staff development, material development, community involvement and instructional services in the Guam school system are also discussed. Tables examine these areas of the project in terms of objectives, activities and evaluation. Budgetary information is also included. (R.F.K.)

65 Guam. Department of Education. "Memorandum to Teachers on Verb Tenses." Modern Linguistic Theory and Language Instruction in a Bilingual Milieu: Developing a Strategy For Primary English Instruction on Guam. Patsy G. Pool Layne. Ann Arbor, Michigan: University Microfilms International, 1984. 297-299.

This 1968 memorandum to public school teachers in Guam summarizes problems the "intermediate Chamorro speaker" learning the English language encounters in the area of verb tenses. The memorandum explains the differences in verb tenses that exist in Chamorro and English. (MARC)

66 **Guam. Department of Education. Chamorro Studies & Special Projects Division. Guam SEA Application, 1985-86. Agana, Guam: Department of Education, Chamorro Studies & Special Projects Division, 1985.**

This proposal requests funding from the U.S. Department of Education to collect, aggregate, analyze and publish information on Limited English Proficient (LEP) children and the educational services available to them on Guam. The project proposed to also distribute this data and information to the Limited English Proficient in particular and the public in general. Goals and objectives of these programs are discussed as well as the methods to be used to collect this information. (R.F.K.)

67 **Guam. Department of Education. Planning and Evaluation Unit. Learner Needs Report (Phase II): "Comprehensive Accountability Plan," Pilot Program, March-August, 1973. Guam: Department of Education, 1973.**

In this assessment of educationally related needs of students in Guam's public schools, several performance objectives for English and reading skill performance are measured against relevant data obtained from test results. Numerous tables give indications of the extent to which these objectives were met upon completion of the 1972-73 school year. (MARC)

68 **Halferty, Nancy M. "Bilingual Education in Truk: An Experiment in Cooperation." Micronesian Reporter 22.3 (Third Quarter 1974): 17-19.**

This article discusses Alton Higashi's experimental bilingual education program in Truk. The program encouraged students to write stories in both English and Trukese with the intention of producing bilingual textbooks from these stories. The texts would then be used in all of Truk's elementary and junior high schools. In producing these stories, students were encouraged to rely upon Trukese culture and heritage rather than on interpretation of American culture and values. (MARC)

69 **Heath, Laurel. "Education for Confusion: A Study of Education in the Mariana Islands, 1688-1941." Journal of Pacific History 10.1/2 (1975): 20-37.**

In the portions of this paper that concentrate on the United States'

development of language and educational policies in the Northern Mariana Islands before World War II, the author examines the reasons for the persistence of the Chamorro language after 1900. Despite efforts by the American administrations to displace it, the Chamorro language remained the main medium of communication among Chamorros in 1941. By 1932, only one percent of Chamorros were thought to be using English at home despite the Naval Administration's decision in 1922 to prohibit the use of Chamorro in classrooms and playgrounds of the public schools. Only ten to fifteen percent of Chamorros in Guam in 1932 found a knowledge of English to be essential to their livelihoods. The author observes that the Naval Administration encountered frustration from the beginning of its efforts to bypass the vernacular and depend on foreign textbooks and foreign teachers who were unfamiliar with local culture. The author maintains that they were attempting to give children an understanding of the world beyond the Marianas without using the Chamorro and Carolinian languages and cultures as stepping stones toward this goal. (MARC)

70 **Hockett, Charles F. Recommendations on Language Policy in the Trust Territory of the Pacific Islands and in the Territory of Guam. Unpublished ms., 1961. Headquarters Department of Education, Trust Territory of the Pacific Islands, Saipan, Mariana Islands.**

Submitted to various educational leaders in the Pacific, this report criticizes the fact that several recommendations sensitive to indigenous languages in education that were made in 1956 by a language conference held in Truk and by Byron W. Bender ("Some Suggestions for the Improvement of English Instruction in Micronesia"), had not been implemented as of 1961. He argues that an increased emphasis on teaching English throughout the Territory does not "automatically entail abandonment of the idea of literacy in the native language."

He raises several related concerns including the need to work on the development of literacy in the mother tongue alongside of an increasing preference to begin English instruction in the first grade. He also asks what orthography and reading materials are to be used in promoting literacy in indigenous languages. He recommends establishing cultural and linguistic orientation for incoming mainland teachers and encouraging them to learn the local language as he or she teaches English. He also discusses several administrative approaches to improving bilingual education.

While making similar recommendations for Guam, Hockett focuses on the need to make a "major alteration in the attitude of statesiders toward Chamorro" which includes acquiring a minimum control of Chamorro and an understanding of its structure. (MARC)

71 **Inay, Avril. "Reading Ability and Home Environment: A Correlational Study of Sixth Graders' Reading Ability in School and Certain Aspects of Their Home Environment." Unpublished ms., 1975. University of Guam, R.F.K. Memorial Library, Special Projects Collection.**

Using 56 sixth grade students from Wettengel Elementary School in Dededo, Guam, the author attempts to determine if there is a positive correlation between certain aspects of a child's home environment and his or her English reading ability in school. Reading proficiency measures were obtained by using the Gates-McGinitie Reading Test and several questionnaires. Reponses to questionnaires measured home related aspects such as language background, parents' education and several others. The majority of children came from bilingual or multilingual backgrounds including Chamorro, Palauan, Togalog, Cantonese and English. Results demonstrated that language in the students' home backgrounds appeared to have little influence on their ability to read. The study showed that a child's ability in reading is generally affected very little by his or her family background. The study contains several appendixes including the Gates-McGinitie Reading Test (Survey D, Form IM), questionnaires and language background data. (R.F.K.)

72 **Interface Consultants Inc. E.S.E.A. Title VII Bilingual Education Project. Annual Evaluation Report. 1983-1984. Kosrae Department of Education. Federated States of Micronesia. Portland, Oregon: Interface Consultants Inc., 1984.**

This summary and evaluation of Kosrae's Title VII bilingual education project examines the extent to which the program was successful during the 1983-84 time period in building student self-esteem through an appreciation of Kosraean language and culture while increasing student achievement in English language skills. Each year of the program concentrated on specific grades. During the 1983-84 academic year, the program concentrated on the fourth grade in five elementary schools in Kosrae. While maintaining that the project accomplished numerous goals and is strong in integrity and purpose, the evaluators offer numerous recommendations for improvements in several areas of the project including staffing, training, the development of curriculum and resource material, testing, management and parent involvement. Attachments include lists of vernacular materials (mainly booklets) that had either been published for Kosraen elementary schools between 1980 and 1984 or were ready for final printing. There are also lists of English language and vernacular materials produced during the 1983-84 academic year. Other attachments include a summary of staff training workshops attended during this time period. (R.F.K.)

73 Interface Consultants Inc. Title VII Bilingual Education Program Evaluation of Belau, 1984-85. Washington, D.C.: U.S. Department of Education, 1985.

In this extensive evaluation of the first year of Belau's Title VII Bilingual Education Project, the consultants offer several recommendations for improvements in many areas including staff and teacher training, instructional materials development, testing, cultural awareness activities and parent/community involvement. An overview of program objectives for the project is given as well as program accomplishments and the methods of evaluation that were used. Despite weaknesses in some areas of the project, this report commends the efforts of the Project Director and staff "for successfully implementing first year major program activities." (R.F.K.)

74 Interface Consultants Inc. Title VII Bilingual Education Program Evaluation of Palau, 1983-84. Washington, D.C.: U.S. Department of Education, 1984.

In this report, evaluation findings and recommendations address progress that was made by the Palau Bilingual Education Project in responding to 1982-83 recommendations. Recommendations for strengthening program objectives achieved during the 1983-84 time period deal with several areas including project management and documentation, staff performance, test data analysis and the production and distribution of textbooks and materials.

Several tables in the report offer results of tests given in Palauan schools which measured improvements made in Palauan language arts skills. Each table provides an average pf pre/post scores by school and grade and indicates whether or not each one of the program's main student performance objectives had been met. One such objective was that by the end of the year, 85% of the students in the program would show a significant increase in Palauan reading and writing skills. No completed test data on improvements in English reading and writing skills was available to consultants at the time of this report. Attachments include lists of writing material developed, staff training activities, summary of t test analysis by target school and grade and test results for control schools. (R.F.K.)

75 "Is Bilingual Right for Our Children?" Pacific Daily News 25 Apr. 1973: 4.

This article summarizes Dr. Monika Kehoe's concern that a Chamorro/English bilingual program in public schools may make learning to

read more difficult for children. She argues that because many Chamorro children speak a dialect of Chamorro that is modified by English (Guamanian Dialect English), requiring them to learn standard English and Chamorro is like requiring them to "acquire literacy in two foreign languages simultaneously." She advocates the use of Guamanian Dialect English in teaching children to read with the goal of ultimately teaching them to read standard English. (MARC & Nieves M. Flores)

76 Jacobs, Suzanne E. "Steps Toward the Development of a Written Culture in Oral Culture Communities: The Role Played by a University of Hawaii Bilingual Project for Micronesians." Pacific Studies Sept. 1977: 35-46.

The author reviews the accomplishments of the Bilingual Education Project for Micronesians, particularly its impact on the production of vernacular stories and teaching units in science and local history. The author served as a consultant on the teaching of vernacular composition to Micronesian curriculum writers. She outlines the methods used to teach writing in the vernacular to Micronesians who had never before written their own language.

One of the major motivations behind the project was that without stories and materials written in the vernacular, it would be difficult to teach young children the decoding strategies necessary for reading. Instead of requiring children to acquire a fair amount of knowledge of the English language before they read, vernacular materials enable children to learn basic reading skills which can eventually be applied to the reading of both the vernacular and English.

She also reviews the political and economic factors that could influence the amount of vernacular literature and school materials that will be produced in the future. She recommends that the project focus its activites not only on children but on older members of the community as well. She also recommends inviting members of communities throughout Micronesia to participate in producing written materials in vernacular languages. (MARC)

Jernudd, Bjorn H. See Combs, Martin.

77 Johnston, Ian C. and Albert Tilfas. Report on the Vist by SPC Educational Assessment Consultant (Mr. Ian Johnston) and FSM Testing and Education Co-ordinator (Mr. Albert Tilfas) to Kosrae State Department of Education, Federated States of Micronesia, 22-26 July, 1985. s.l. : s.n., 1985.

In their assessment of skills evaluation tests used by the Kosrae State Department of Education, these South Pacific Commission consultants examine the effectiveness of vernacular tests devised for Kosrae's bilingual program as well as the effectiveness of the Micronesian Achievement Test Series (MATS) for measuring reading and listening skills of Kosraean students. The consultants concluded that the vernacular tests were promising but underused. They maintained that not using these tests after the year in which they were used for program validation was "very wasteful." The consultants also comment on whether or not certain sections of the MATS are too difficult or too easy. They also maintain that the bilingual program did not seem to have affected the English language results on the MATS. (R.F.K.)

78 Johnson, Robert G. "Recommendations for the Administration of the Schools of Guam in Light of the Island Culture." Diss. Florida State University, 1959.

In this extensive study of Guam's public school system, emphasis is placed on the development of administrative recommendations that are in keeping with the "culture of the people of Guam" as well as recommendations aimed at improving teacher continuity and an expanded curriculum. In his study, Johnson acknowledges the significant role that the Chamorro language has played over time in the "total cultural development of the Guamanian" (p. 20).

In his detailed look at numerous elements of Guam's schools, he examines several of the readers being used in the schools including Fun with Dick and Jane and Friends and Neighbors and argues that none of these readers revolve around experiences and culturally related aspects of life that Chamorro children can easily identify with. He examines many other special conditions in Chamorro society and Guam schools which in his view necessitate that recommendations be made for improvements which consider the Chamorro culture. These changes need to consider the "historic lack of continuity of educational leadership" in Guam and the fact that the local population of Guam is bilingual.

According to the author, only the English language was used by school

employees and students during school hours despite the fact that "local youngsters do experience considerable difficulty in handling the English language" (p. 132) and that "Guamanians converse with each other almost exclusively in Chamorro" (p. 132). He criticizes the English language policy in the schools as being evidence of the school system's inability or unwillingness to recognize this important element of culture in Guam. (MARC)

Kallingal, Anthony K. **See also Paler, Abraham.**

79 Kallingal, Anthony K. "Bilingual Education for Guam." Guam Recorder (n.s.) Apr.-Sept. 1972: 82-85.

This article discusses the purpose and need for bilingual education in Guam and reviews the Kolehion Mandikike experimental bilingual program. Tests from control-experimental group arrangements of this program demonstrated that children who were taught bilingually did as well in English and other subjects as the children who were not taught bilingually. Kallingal also reviews what some researchers feel the effects of bilingual education are, including the conviction that lower achievement in bilinguals may be due to neglect of the vernacular language rather than bilingualism per se. (This issue at Nieves M. Flores)

80 Kaufer, Connie Tenorio. "The History of the Chamorro Bilingual Program in Rota." Masters Thesis, San Jose State University, 1983.

In this chronological study of the development and implementation of the Rota Bilingual Learning Project, the first of its kind in the Trust Territory, the author focuses on the five major components of the project: instruction, development of materials, staff development, parent and community involvement and evaluation. She discusses the work of the project's Community Liaison and its Advisory Council in encouraging more parent input into the program, particularly in the areas of material development and methods of teaching used in the classroom.

Evaluations from the Northwest Regional Educational Laboratory (NREL) for the 1972-73 school year and from the University of Hawaii for the 1973-74 school year, were received with mixed reactions from the project's staff. Kaufer outlines some of their disappointment with the NREL's evaluation, stressing the formality and overly "technical" nature of the report and the Project Director's contention that it lacked cultural sensitivity, an inability to "cope with logistics and communication problems within

Micronesia" and had numerous other shortcomings. The University of Hawaii's evaluation determined that the project was not really a bilingual program because "bilingual education is not simply the teaching of two languages side-by-side." The staff of the Rota Project also found several comments in the evaluation report that were sarcastic in nature.

Kaufer contends that the Rota Bilingual Learning Project was a successful undertaking, particularly in terms of its impact on other bilingual programs in the region, including programs in other locations of the Northern Mariana Islands.

Appendixes include ESEA Title III Legislation reprints, project proposals including related finances, summary of goals and objectives, timetables and descriptions of staffing positions. (MARC)

81 **Kauss, Linda. "Bicultural Program: Reviewing 'A Rich, Beautiful Culture'." Pacific Daily News 8 June 1974: 31.**

This article is concerned with the purpose and activities of Guam's Chamorro Language and Cultural Program for the public schools. At the time of this article, the program had just completed its first year at six target schools and was being initiated into the fourth, fifth and sixth grades. Among the bilingual bicultural activities of this program was the presentation of a daily television show entitled "Live and Learn Chamorro" on the KGTF station. (R.F.K. & Nieves M. Flores)

82 **Kehoe, Monika. "English on Guam." Guam Recorder, n.s. Jan.-Mar. 1973: 42-44.**

Because Chamorro parents have spoken "Guamanian English; American words appliqued on Chamorro syntax" in their desire to have their children learn English, the author argues that the most appropriate language program for Guam schools is a "bidialectal/bicultural" one with the speaking of standard English as its ultimate objective. She maintains that because of the impact of this Chamorro influenced English, there is no need for a Chamorro/English bilingual program at the primary level in spite of the fact that two experimental bilingual programs were underway at two schools in Guam. She emphasizes the fact that "few Guamanian children presently entering kindergarten even understand Chamorro, fewer still use it by preference, either at home or in play." She believes, however, that an ESL program at the high school level has to be pursued until students have a control of standard English.

She also argues that using U.S. mainland produced ESL materials is a mistake and that the Tate ESL materials are not entirely suitable for Micronesia because of their reliance on British English. The development of instructional materials in Gumanian Dialect English (GDE) is seen as an important step in enabling students to eventually gain control of standard English - an accomplishment which a Chamorro/English bilingual program will probably not achieve.

She also criticizes the United States government for its lack of responsiveness to the unique ESL situations in Guam and Micronesia and points to the need to improve ESL programs in Micronesia since English remains the "language of wider communication" in the Pacific. (MARC)

83 Kehoe, Monika. Language and Politics in Guam and Micronesia. ERIC, 1975. ED 105 755.

The author maintains that the extent of exposure to American English is directly related to the attitudes in Guam and Micronesia toward the United States as well as to reliance or lack of reliance upon cultural patterns and the vernacular. Kehoe argues that because exposure to the English language has existed in Guam since 1900 (in comparison to more English language exposure in Micronesia during the 1940's), there is less of a critical attitude in Guam toward the United States than there is in Micronesia, particularly among college students. The impact of receiving the English language and American culture through television has been particularly significant in Guam. Kehoe also criticizes the United States for not using its language policies and programs to unify Guam and Micronesia into a more meaningful entity.

This paper was presented at the TESOL Conference in Los Angeles, California, March 9, 1975. (R.F.K.)

Also in: Oceania and Beyond: Essays on the Pacific Since 1945. Ed. F.P. King. Westport, Connecticut: Greenwood Press, 1976. 34-43. (R.F.K.)

84 Kessing, Felix M. The South Seas in the Modern World. New York: John Day Company, 1941.

In Chapter 12 of this book, the author approaches language and literacy in a historical context by examining the circumstances and methods by which Pacific islanders (including Micronesians) developed bilingual skills for purposes of communication and trade. This "self-motivated education" on the part of the islanders often occurred outside of the influence of missions and direct government policies. He also offers a summary of the vernacular vs. English language use in education debate as it existed at the start of World War II. (MARC)

Kirschenmann, Jean See Bird, David.

85 Klein, Sister Ellen Jean. "Bilingual vs. Monolingual-English Instruction: The Effects on the Chamorro Predominant Student." Masters Thesis. University of Guam, 1975.

Before investigating the affect of the Kolehion Mandikike', the Guam Bilingual-Bicultural Project on the standard achievement test scores of Chamorro children as well as its impact upon their attitudes toward school, the author offers an extensive review of the literature and contentions of scholars on the role of bilingual education programs in improving students' school performance and attitudes toward school. This review is devoted generally to the work of the 1960's and 1970's. She reviews work that has investigated the effects of bilingualism on the cognitive development of children as well as the positive effects bilingual programs have upon students' self concepts. She also reviews the bicognitive development of bilingual children as well as their legal rights. A brief historical overview of bilingualism is also offered.

Data was obtained from ten Chamorro students who were enrolled in the experimental classes for five years from kindergarten through the fourth grade and from ten Chamorro students who attended the traditional monolingual English classes in the Guam Public Schools. Raw test scores from the Stanford Achievement Test, Primary Battery II, Form X and the School Attitude Test were ranked and analyzed.

The author concludes that bilingual instruction over a period of five years does help Chamorro children significantly in their general academic achievement. Results indicated that bilingual education had no specific impact on children's attitudes toward school. Scores from the School Attitude Test indicated that both groups had favorable attitudes toward school. On the basis of the findings of this study, the author makes several recommendations on bilingual education on Guam, including the need to extend the experimental bilingual education program beyond the fourth grade so that the long range effects of bilingual education can be studied. (R.F.K.)

Klingbergs, Imants E. See also Baldauf, Richard B., Jr.

86 **Klingbergs, Imants E. "ESL Methods Module: The Tate ESL Aural/Oral Approach Prepared for BEAM." Unpublished ms., 1985.**

This training module for teachers in Guam and Micronesia reviews the Tate Oral English Syllabus, the South Pacific Commission readers, the SPC reading program as well as the Tate Correlated Writing materials. In examining the structure, goals and objectives of these materials, the author offers detailed guidance on how to best use them in the classroom. The author also examines the philosophy behind these materials, offers suggested lesson plans and numerous activities. Several pages discuss the major advantages and disadvantages of the Tate materials. More attention is placed on their disadvantages - disadvantages which the author maintains are "few and easy to overcome." An appendix contains a "correlation sheet" for the Tate materials, connecting the proper oral, basal reading, supplementary reading and writing materials that are to be used at each grade level. (R.F.K.)

87 **Knight, Jennifer A. A Review of the Teaching of English Language in the South Pacific. Sydney, Australia: Australian International Development Assistance Bureau (AIDAB), 1987.**

In this report funded by AIDAB and submitted to the South Pacific Commission, Knight offers an in-depth survey of the teaching of English in "SPC Member Countries" including the Federated States of Micronesia (FSM), Commonwealth of the Northern Mariana Islands, Guam, Nauru, Palau and American Samoa. This report also reviews the literature on ESL practices in developing countries with special emphasis on the Pacific as well as the results of a survey sent to all SPC Member Countries to determine their approaches, problems and needs in ESL areas. This information is meant for use by the South Pacific Commission which asked that Australia evaluate Member Countries in terms of the ways in which SPC can offer relevant services in the teaching of English. She provides extensive evaluation of aspects related to the following major areas of the report: (1) language purposes, policies and principles used in teaching English; (2) the role of the teacher in language acquisition; (3) teaching materials and resources and (4) English in the classroom.

The section on the role of the teacher in language acquisitions maintains that because "many teachers (and by far the majority) in the region do not unfortunately have a basic knowledge of English," ways must be found for these teachers to improve their English language and teaching skills.

These include the use of radio broadcasts in the English language, training in ESL/EFL methodology and teaching techniques, teacher in-service programs and overseas training in ESL/EFL techniques. Knight discusses how these strategies can be initiated and used in a practical manner.

Knight also discusses the "widespread shortages" of appropriate English material as frequently acknowledged by teachers and administrators. In examining English language materials produced and distributed by the South Pacific Commission (The Tate Oral English program and the SPC Readers), she acknowledges the fact that while The Tate Oral English program is a "carefully controlled incremented syllabus," it teaches English language structures without regard for the relevant experiences of children. While the SPC Readers deal with situations familiar to Pacific children, they are devoid of plot and thus put a considerable strain on the Readers' ability to hold the interest of the children. She concludes that the SPC/Tate Oral English is used not because of its advantages but because there are no alternatives and recommends taking steps to replace the SPC readers and the Tate Oral English program with a new language program that emphasizes current ESL/EFL methodology and teaching techniques. Knight also provides a table of reading material used in addition to SPC Readers in Kiribati and other South Pacific nations and examines the possibility of either revising this material and/or developing additional materials which make use of local customs and traditions and of current ESL/EFL methodology and language development theory. Numerous other recommendations include enabling children in all schools to be given greater access to reading materials, establishing a regional clearing-house for English language materials, emphasizing a shift from curriculum development to the provision of reading materials and improving the condition of school libraries. She also offers several illustrations of useful supplementary material prepared by teachers.

In the final chapter of this report, Knight examines the various practices used in Pacific classrooms for the teaching of English, such as introducing students to English from the first year of school, the use of transitional bilingualism and the delay of instruction in English until high school. She emphasizes the need for Ministries or Departments of Education to establish language policies which clearly indicate the balance that is to be sought between English and the vernacular.

Other recommendations include introducing English across the curriculum in future curriculum development activities, improving the physical conditions of classrooms and easing the pressure of external examinations by integrating English across the curriculum and substantially improving the teaching of English immediately. A several page summary of recommendations for the improvement of the teaching of English is given as well as a bibliography, list of individuals consulted during the review and examples of students' writing. (R.F.K.)

Langmoir, Patrick **See Spencer, Mary L.**

88 Layne, Patsy Gaynell Pool. Modern Linguistic Theory and Language Instruction in a Bilingual Milieu: Developing a Strategy for Primary English Instruction on Guam. Ann Arbor, Michigan: University Microfilms International, 1984.

The purpose of this 1970 University of Pittsburgh dissertation is to determine what factors must be integrated into strategies designed to improve early instruction of the English language to Chamorro children. After providing a background discussion on English language instruction on Guam, particularly at the elementary level, the author examines the unique circumstances involved in teaching ESL to Chamorro speakers. Layne also examines the process of initiating effective curriculum changes in Guam, the motivation and skills of teachers on Guam and the constraints and supportive factors related to the author's proposed innovative changes. Determination of these factors is based upon documented secondary source information and data established from direct observation of a sample of the teacher population and from questionnaires.

In Chapter 3, which analyzes the task of teaching English to young children who speak Chamorro, the author examines the many phonemic difficulties faced by Chamorro speakers learning English. She emphasizes the need to consider the impact of emotional factors and the need to be able to associate meaning with any language, particularly in the oral English instruction mode often used with Chamorro children.

In Chapter 4, which deals with crucial factors influencing educational innovation in general and in Guam specifically, the author discusses the questions that should be asked about possible motives of students, teachers and administrators in education and bilingual programs in confronting new innovations. She also discusses related incentives for these groups which may encourage acceptance of and participation in certain innovations.

Chapter 5 examines "the Guamanian milieu", considers the existing instructional techniques used on Guam and discusses proposed curriculum improvements. She also looks at the impact that American culture has had upon Guam, especially upon its educational system and examines several "environmental influences" that must be circumvented if improvements are to take place. These include reducing tensions between stateside and local teachers and avoiding a continuation of a "rapidly fluctuating administrative policy" that has marked the history of Guam's efforts in education.

Layne suggests improvements in classroom practices, selection of a syllabus for use by classroom teachers and the development of workshops for Guam's teachers. She stresses the need to research the extent to which these suggested improvements are implemented, the extent to which they help to improve a child's proficiency in English and what factors may inhibit either the implementation of these curriculum and teaching changes or the improvement of students' English skills.

Appendixes include the following: Summary Report of the Department of Education, Guam (1967), Instrument B: A Twelve-Item Open-Ended Questionnaire to Determine Perceptions about English Teaching on Guam, Instrument C: A Thirty-Four Item Written English Proficiency Test, Letter to New Teachers on Guam (1967) by Patricia Potter (see annotation in this bibliography), Memorandum to Teachers on Verb Tenses, Department of Education, Guam, 1968 (see annotation in this bibliography) and Sample Lesson Plans from the Syllabus by Patsy Layne. (MARC)

89 Layne, Patsy Gaynell Pool. Teaching English to Young Children on Guam: Theory and Practice. Agana, Guam: Department of Education, 1970.

While some of this work deals generally with second language acquisition and instruction, several portions address ESL problems and issues as they relate to Guam and the Northern Mariana Islands. The author recommends beginning reading instruction for Chamorro children in the Chamorro language as well as beginning instruction in oral English early in a child's school experience. Several pages summarize phonemic difficulties Chamorro children encounter in learning English. (MARC)

90 Lee, Nerissa B. "Ethnic Inequalities in Guam's Special Education Programs." Chamorro Language Issues and Research on Guam: A Book of Readings. Ed. Mary L. Spencer. Mangilao, Guam: University of Guam, 1987. 174-202.

In pointing to the large and disproportionate number of Chamorro students placed into special education classes on Guam, Lee discusses the need to thoroughly examine and document the referral, testing, evaluation and placement process as well as the composition of the decision making bodies. Lee maintains that the American education standards and measurements do not fully allow for the unique distinctions of children who are linguistically and culturally different from the American majority. The author cites studies that indicate that this negligence results in a disproportionate placement of minorities in special education classes.

By compiling and examining data from Guam public school records of children having received special education and related services as of March 30, 1983, Lee discovered that Pacific Islander and Chamorro participation rates in special education were more than double that of any other ethnic group. The participation rates of Pacific Islanders were three times greater than those of the Asian and Filipino students. Further research revealed that in the area of seven major handicap categories, slow learner and learning disability

were the two most common categories assigned to Chamorros, Filipinos, Pacific Islanders and the "mix" ethnic group. The obtained chi square value in Lee's research indicated that there was a significant relationship between ethnicity and handicapping conditions assigned to students within Guam's public school system's special education program. Lee also found that there is a statistically significant relationship between ethnicity and program description categories assigned to special education students.

Lee emphasizes the need to develop norms in Pacific education systems which are not reflective of the mainstream of U.S. mainland society. Because of the need to recognize the unique cultural and linguistic characteristics of the majority of students in Guam, a child who does not have a language background in English should have his or her English proficiency measured prior to the administering of standardized tests. For those students not proficient in English, alternative means for evaluating the mental capacities of these students should be used. (R.F.K.)

91 Leeke, Jim. "Comprende! Teaching and Learning Chamorro and English." Pacific Daily News 29 Sept. 1977: 1, 30.

This article summarizes the Elementary and Secondary Education Act (ESEA) Title VII Guam Secondary Bilingual Project that was being implemented at Inarajan Junior High School. While project director Teresita Evenson maintained that the ultimate goal of the project was for students to be proficient in the English language, the purpose of the program was "to instruct in the medium the children know best." The extent to which Chamorro and English were used interchangably depended upon the classes which included language arts, social sciences and math. Recognizing the inseparable relationship existing between language and culture, the project made use of senior citizens to tell stories related to the Chamorro culture. (MARC & Nieves M. Flores)

92 Leinwand, Anrienne Sue. The Relationshp Between Micronesian Education and Culture and the Adjustment Problems of Micronesian Students at an American College. Ann Arbor, MI: University Microfilms International, 1981.

In this 1981 University of Oregon dissertation, the author examines the academic and cultural adjustments Micronesian students face when studying at U.S. mainland colleges and universities. While exploring aspects of Micronesian culture and education systems which may be at the source of these students' problems in these schools, the author also examines the impact that past and current ESL policies in Micronesia have had upon these students. She points to the popular but inaccurate assumption made by American

administrators that starting English instruction even for children just entering the elementary level was justified since once Micronesian students finished high school, they would naturally go to college. An early beginning in English, they reasoned, was critical if this was to occur. Leinwand also discusses the eventual development, in September, 1971, of the first bilingual education program in Rota (Northern Mariana Islands). The Rota Bilingual Learning Project served as a model for similar projects that began in Palau and Pohnpei (1972), Yap and the Marshall Islands (1973) and Truk (1974). She investigates the overall impact that a lack of coordination in Micronesian bilingual education programs had upon Micronesian students attending Oregon College of Education in Monmouth, Oregon and Eastern Oregon State College in La Grande, Oregon. (MARC)

93 **Lessow-Hurley, Judith. United States Language Policy in Micronesia: A Study in Ambivalence. ERIC, 1984. ED 257 311.**

In discussing the past and present education and language policies in Micronesia, the author examines the impact of policies that have vacillated over the past three decades between English only instruction and the use of the vernacular as a means of transition to English. Adequate approaches to develop English proficiency for Micronesian students, she maintains, have failed to materialize. The problems created by the diversity of Micronesian languages and culture, a lack of orthographies and other materials are also examined. Yet to be determined, she says, is whether Micronesian leaders will use the school system in a planned attempt to maintain local languages alongside English or allow the vernacular to lose ground in the face of modernization. (R.F.K.)

94 **Linn, Gene. "Chamorro Program Mapped Out." Pacific Daily News. 29 May, 1980: 8.**

This article underlines the importance of including "basic Chamorro values" in Chamorro language and culture classes. At the time of this article, a task force from Guam's Department of Education was devising guidelines for classes to be held in all grades in the elementary school system in the 1983-84 school year. (MARC & Nieves M. Flores)

Loret, Peter G. See Bianchini, John C.

95 Lotz, David and Jose Q. Cruz. Cultural Efforts: A Review of Guam's Accomplishments. Agana, Guam: Government of Guam, 1981.

In this report prepared for the Sixteenth Guam Legislature's Committee on Health, Welfare and Cultural Affairs, a review is offered of past and current efforts made by Guam's government to strengthen the Chamorro culture on Guam. The Department of Education's bilingual bicultural educational programs are discussed (p. 40-43) as well as the efforts made by the Commission on the Chamorro Language. Department of Education programs reviewed include the Bilingual Bicultural Program and the Chamorro Language and Culture Program. The establishment of the Chamorro Studies and Special Projects under Guam's Department of Education is also discussed. Includes appendixes and bibliographies. (R.F.K.)

96 Lujan, Pilar C. Chamorro Language & Culture Program, 1973-74. Agana, Guam: Department of Education, 1973?

This paper examines legislative aspects of the implementation of Chamorro bilingual and bicultural programs in Guam and provides background information on specific, experimental bilingual and bicultural programs existing at the time of this report as well as an "ESAA Project Proposal" for teaching Chamorro language and culture in Guam's public schools. The proposal is designed to develop Chamorro language materials, provide more services to children with limited English speaking abilities, provide instruction in Chamorro history and culture, promote pride among students for the Chamorro heritage and diminish the number of potential dropout students entering the secondary schools. Aspects of community involvement and staff development are also discussed. Details of the FY 1974 budget for the Chamorro Language and Culture Administration are also given. (R.F.K.)

97 Marks, Susan J. "Questions Plaguing the Chamorro Program." Pacific Daily News 14 Aug. 1977: 2A.

This article examines opposing views regarding the recently passed Bill 304 which mandated the teaching of the Chamorro language to all elementary

school students on Guam, including students who are not Chamorro. While the law as written had no exceptions included, B.J. Cruz, legal adviser to Gov. Ricky Bordallo, said that a precedent existed for establishing exceptions to the mandatory requirements of the law, particularly in regard to transient families. The article briefly discusses other unanswered questions regarding the new Chamorro language and culture program, including the extent to which the program could actually be implemented by 1980. (MARC & Nieves M. Flores)

98 Martinez, Yvonne. "Chamorro, English Language Compatible." Pacific Daily News 28 April 1985: 3.

At the Fourth Annual Bilingual Conference, Prof. Mary Spencer argued in her presentation "Parents in Partnership with Schools" that teaching children Chamorro at home and in the schools will not affect their English skills. She maintains that "any normal child can be proficient in speaking, listening and writing more than two languages" and offers a few suggestions on how parents can encourage the bilingualism of their children at home. (MARC & Nieves M. Flores)

99 McCall, Louis Edmund. A Study Comparing Scholastic Achievement, Social Adjustment and Moral Values of Parochial and Public School Students at the Ninth Grade Level on Guam. Ann Arbor, Michigan: University Microfilms International, 1984.

This 1973 Southern Baptist Theological Seminary dissertation examines the feasibility of developing a church related school on Guam on the basis of whether or not the school could make any significant contributions to the life of students that could not be made by the public schools. During the course of his investigation, McCall discusses his perceptions on the impact bilingualism has upon scholastic achievement and maintains that bilingualism has "specific negative effects on the linguistic functions of the individual" (p. 103). He observes that research has revealed that there is no difference in intelligence and achievement between bilinguals and monolinguals in tests not dealing with language. He argues, however, that "bilinguals will show an average retardation of one or two years" (p. 104) and points to a need to test the bilingual students in both languages when measuring intelligence or scholastic achievement. He also emphasizes the need for further research on whether or not a local teacher is better able to teach the bilingual student in Guam than is the monolingual stateside teacher. (R.F.K.)

100 McGuire, Eileen. "Ensuring the Right to Be." Pacific Daily News. 6 Aug. 1975: 22.

This article summarizes a lecture given by Northeastern Illinois University sociology professor, Dr. Samuel Betances at the University of Guam's Bilingual Institute entitled "Race, Color and Group Conflict in American Society." Betances supports bilingual education as a means of attaining cultural diversity in the face of the concept of "Anglo conformity" which maintains that to become part of American society, one needs to conform to American ways. He stresses the fact that individuals are denied "the right to be when we deny them the right to speak in their own language." He points to the value of the Micronesian Area Research Center as a resource for bilingual educators in the Pacific area - a resource that needs to be tapped further. (MARC & Nieves M. Flores)

101 McGuire, Eileen. "Hang-Loose Language Learning." Pacific Daily News 6 Aug. 1975: 22.

In summarizing a three-week federally funded project to teach English to 20 non-English speaking children from the Tamuning (Guam) area, the reporter describes the use of "kinesthetic support" by project leaders. The method emphasizes the concept that the most effective way to acquire language is unconsciously - a method that involves touching an object while saying its name and without relying on textbooks, recitation of the alphabet, etc. An additional goal of this project was to upgrade the training of school aides involved in the project and preparing them for a more responsible role in Guam's public schools. (MARC & Nieves M. Flores)

102 Miguet. "Bilingual, Bicultural: Twice Spoken." Dateline 9 Sept. 1974: 1,3.

This article reviews Guam's bilingual program which grew from a federal government grant under Title VII of the Emergency School Aid Act, enabling Guam's Department of Education to establish an experimental program of bilingual, bicultural education in five local grade schools. At the time of this article, emphasis was placed on developing fluency in Chamorro and English. English was stressed in the southern portion of Guam while Chamorro was stressed in the northern area. Director Sister Ellen Jean Klein emphasized the need to "maintain bilingual status" among Guam's youth in order to maintain local culture and to make it easier for them to form value judgements. (Nieves M. Flores)

103 Miguet. "How Much of the Past Will be Brought Into the Future?" Dateline 13 Sept. 1974: 6,7.

The writer looks at the impact that Americanization has had upon the extent to which Chamorros unconsciously look at the Chamorro language as being "inferior" to English and discusses Donald Topping's conviction that because "Chamorro is a full-fledged language with all the complexities and richness of any other language in the world," bilingual bicultural programs are essential for Guam as well as for other bilingual areas of Micronesia. Topping maintains that educational systems in Guam and Micronesia need to be modified in a permanent way so that students can be taught Guam and Micronesian history and their respective languages as well as be "taught to see the world through their own eyes rather than someone else's." Bishop Felixberto C. Flores also argues in this article that while bilingual education is important and receives strong backing from the Catholic church in Guam, "we are not losing ground in (maintaining) the Chamorro culture." He points to the persistence of the Chamorro language and culture over history as a good sign "that the culture and an enlightened citizenry will last forever." (Nieves M. Flores)

104 Miguet. "Over 6,000 Learning to Say Twice as Much." Dateline 10 Sept. 1974: 1, 13.

Guam's Department of Education's program of providing Chamorro language and culture instruction in "a totally Chamorro environment" to fourth, fifth and sixth grade students is summarized in this article. (Nieves M. Flores)

105 Miguet. "UOG: Modular Thinking for Bilingual Speaking." Dateline 11 Sept. 1974: 1, 10.

This article summarizes the development of bilingual education modules by the University of Guam's College of Education in cooperation with Guam's Department of Education. The modules were being tailored to the needs of the Department of Education. Developers hoped that a bilingual education major and minor to be initiated at the University of Guam would provide for the needs of multilingual education in Guam and Micronesia. (Nieves M. Flores)

106 Miles, Florence C. "A Needs Assessment Study for Junior High Reading and Study Skills Instruction: Implications for Teacher In-Service Education in Reading in the Content Area." Masters Thesis. University of Guam, 1978.

As a result of data obtained from four reading and achievement tests

conducted at Dededo Junior High School (Guam) in 1978, Miles concluded that the reading and study skills in the content area at DJHS were inadequate and advocates the use of the content area teacher approach as the most effective way to provide reading and study skills instruction.

Results from 1976-77 Standford Achievement Test scores demonstrated that the majority of DJHS students were not reading at their grade level while only a third of the student population was receiving reading instruction through the Reading Lab Program. Results obtained from the Specific Skills Survey indicated that there were discrepancies between the percentage of DJHS teachers who considered various language and study skills essential and the percentage of those who were not able to identify students' ability or lack of ability in these skills. Only one-fourth of the teachers were familiar with the reading limitations of their students. Miles recommends the development of an in-service education program, an increase in the use of surveys and the creation of additional classes in the Reading Lab Program.

Appendixes provide a Reading Lab Program Fact Sheet, cloze procedures used in evaluating student language skills, Specific Skills Survey responses and results as well as a copy of Vaughn's Attitude Scale and DJHS departmental responses. (MARC)

107 Murphy, Joseph C. "Preparing Students for U.S. Migration." Pacific Daily News 30 Aug. 1977: 19.

This editorial maintains that as the Guam school system moves forward toward Chamorro language education for its students, educators must realize that "an increase of Chamorro could mean a decrease of English." Although he recognizes the importance of culture and its connection to the vernacular, Murphy argues that in order for the many Chamorros who will relocate in the United States to succeed economically, Guam's school system must teach them effective English language skills and not "deprive these thousands of young people a chance to gain a full American-style education." See also Underwood, Robert A. Letter. Pacific Daily News 3 Oct. 1977: 21. (MARC & Nieves M. Flores)

108 Nevin, David. The American Touch in Micronesia. New York: W.W. Norton & Company, c1977.

Throughout this book, bilingualism in Micronesian education is seen by the author as having fluxuated in importance and approach with changing U.S. policies on the subject while individuals such as Robert Gibson and Donald Topping pushed for a more realistic and positive approach toward the use of vernacular languages in the classroom, particularly at the elementary level. Nevin also discusses the problems Micronesian teachers had with teaching English as well as the numerous issues associated with the inconsistency of language policies in Micronesia. (MARC)

109 Northwest Regional Educational Laboratory. A Proposal for a Pacific Region Educational Laboratory: Technical Proposal. Portland, Oregon: Northwest Regional Educational Laboratory, 1984.

This proposal was submitted to the National Institute of Education for the possibility of increasing research and development activities of the Northwest Regional Educational Laboratory in various Pacific jurisdictions. Specific needs in the area of bilingual education in Guam and other parts of Micronesia are addressed on the basis of studies and on the basis of past experiences and research of the Northwest Regional Educational Laboratory. The educational needs are discussed individually for Guam, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Belau and the Marshall Islands. Considerable emphasis is placed on teacher training, staff development and curriculum development as well as on the administrative aspects of Northwest Regional Educational Laboratory support services. Profiles of each pacific region are also included as well as a bibliography and a table listing priorities for service in each region. (R.F.K.)

110 Nufer, Harold Frank. "Unifying Factors in the Trust Territory of the Pacific Islands: An Analysis for the Period of 1963-72." vol. 2. Diss. Tufts University, 1974. 2 vols.

In examining the social and educational advancements made in the Trust Territory between 1963-72, the author also reviews the role and problems of ESL and bilingual education in Micronesia. He believes that Micronesian students in church schools became more proficient in English than did other Micronesian students in the public schools because the church schools (both Catholic and Protestant) never concerned themselves with vernacular language instruction. Instead, they commonly taught English beginning with the first grade while the Department of the Interior expressed concern in 1956 for developing study materials in local languages and recommended using the vernacular and English in the classroom and continued such recommendations at least until 1959.

He also discusses the role of the Peace Corps in responding to the Kennedy administration's Solomon Report. He looks at their TESOL projects and their overall impact on Micronesian education (p.301-5).

This second volume of a two volume work contains numerous appendixes including the Trusteeship Agreement for the Former Japanese Mandated Islands, a verbatium transcript of a 1971 New York symposium entitled "Political Development in Micronesia" and many others. (MARC)

111 **Odo, Carol. "A Survey of Language Use and Attitudes in Guam." Chamorro Language Issues and Research on Guam: A Book of Readings. Ed. Mary L. Spencer. Mangilao, Guam: University of Guam, 1987. 132-160.**

The results of a sociolinguistic survey of Chamorro/English bilingualism conducted in 1972 were meant to portray the directions of language use and language attitudes among Chamorros. The overall impression Odo arrived at is that English monolingualism is quickly growing among the young.

Two hundred and twenty Chamorros of various age and income levels were interviewed to gauge the extent of bilingualism that exists on Guam and to discover the impact that certain elements have on Guam's bilingualism including demography, age, sex, geographic location and the use of English and Chamorro in the home and at school. The author discusses the different attitudes parents expressed toward the importance of teaching their children Chamorro in addition to the English language they learn in school. Odo also examines the impact English has had on Chamorro and vice versa in terms or syntax and pronunciation.

Important conclusions include the finding that 4-7 year old Chamorro children on Guam were bilingual although leaning more favorably towards the English language. The same aged children in Rota and Saipan were found to be monolingual in the Chamorro language. Odo also found that as a result of problems found in the bilingual child's cultural environment, the child's fluency in Chamorro is reduced and retarded. Includes several statistical tables. (R.F.K.)

Originally an unpublished manuscript from the University of Hawaii, 1972. (MARC)

112 **Paler, Abraham, Anthony K. Kallingal and Russell G. Peckens. Evaluation Report for Title I, ESEA, Reading Remediation, Kindergarten, Facilitating Language Arts Through School & Home, 1971. Agana, Guam: Guam Department of Education, 1971.**

This report offers an extensive evaluation of the Remediation Reading, Kindergarten, and Facilitating Language Arts through School and Home (FLASH) programs that were being funded under ESEA Title I 1970-71 funds. Pointing to the substantially low level of reading skills of Chamorro children in the English and Chamorro languages, the evaluators discuss the extent of success the Remediation Reading program had in meeting its objectives. These objectives included formally orienting teachers to the Remediation Reading

program to enable them to better identify reading problems in Guam's public schools and prescribe appropriate remediation programs on the basis of diagnostic data. The program also had a goal of enabling at least seventy-five percent of the students who were two or more years behind their expected reading proficiency to reduce their performance deficiency by at least one grade after one semester. The program also had the objective of having a positive affective impact upon students as well as other less specifically stated objectives such as demonstrating an increased appreciation for reading. The evaluators, who did not find a significant reduction in student reading deficiencies as a result of the program, base their conclusions and recommendations for each of the Title I, ESEA programs on the basis of questionnaires and test results.

The chapter on the FLASH program examines the causes and effects of language problems of "educationally disadvantaged" Chamorro children. The FLASH program, designed by Guam's Department of Education to try to solve the language problems of these children is discussed in terms of goals and objectives, the program's scope, personnel, activities and budget. The TESOL workshop section of the FLASH program is also evaluated. The Home Visitation Component of the program which was meant to encourage parents to become more involved and concerned about their children's academic achievements in Chamorro and English language arts skills, is examined largely as a result of numerous visits to homes by research assistants. The evaluators offer numerous suggestions for the improvement of the FLASH program.

This evaluation report also examines the extent to which the establishment of kindergarten on Guam brought about affective and cognitive changes among children attending twelve elementary schools on Guam. Appendixes include evaluation instruments used for each of the ESEA Title I programs. (MARC)

Palomo, Rosa S. **See also Spencer, Mary L.**

113 Palomo, Rosa S. "American Policies and Practices Affecting Language Shift on Guam: 1898-1950." Chamorro Language Issues and Research on Guam: A Book of Reading. Ed. Mary L. Spencer. Mangilao, Guam: University of Guam, 1987. 19-43.

This paper offers a detailed, chronological discussion of the policies and practices of the U.S. Navy's administration of Guam and the subsequent language shift that occurred during the years 1898-1950. General orders issued by early governors of Guam demanded that use of the English language occur in official documents, labels on medicine bottles, etc., in church services and as a medium of instruction in the schools. While the Chamorro

language was recognized to a lesser degree than English, a dictionary of the Chamorro language was compiled in 1904 but several years later was burned by the Naval Administration. The Navy apparently believed that the Chamorro language was a threat to the Americanization of Guam and the destruction of all literature on Chamorro a viable solution. A major reorganization of Guam's educational system in 1922 mandated the use of English in the schools and playgrounds.

Palomo summarizes the observations of Dr. Laura Thompson who, commissioned by the U.S. Navy to elucidate upon problems in local education, observed that an American public school system in Guam was inadequately designed to meet the needs of Chamorro children. Her additional suggestions on enhancing thought and creativity of these children was ignored by the government.

Palomo speculates on how the Chamorro language has managed to survive despite the strong influences of Spanish and American cultures. She points to the government's policy of employing American mainland teachers to teach American children, leaving Chamorro teachers with opportunities to use a significant amount of bilingual education in the classroom. She maintains that not only has there also been a basically clear delineation in the role of Chamorro and English over the years, the sheer strength of the Chamorro people and their endurance of the long Spanish domination and a shorter period of Americanization probably holds the most obvious key to the survival of the Chamorro language.

This paper includes an appendix of General Orders issued from 1900-1904. (R.F.K.)

114 Paulino, William M. "Curriculum Decision Making for Chamorro Instruction: Special Project Report." Unpublished ms. Guam Department of Education, Chamorro Studies and Special Projects, 1987.

In this study of the issues facing the Chamorro Language Mandate Program, the author offers numerous suggestions for strengthening the program in the classrooms and examines the problems created by the passage of Public Law 14-53, requiring that the program begin at the elementary grade level as soon as possible. According to this study, Public Law 14-53, mandating the teaching of Chamorro in all public elementary schools on Guam, did not address the lack of adequately trained teachers of Chamorro on Guam. Public Law 14-53 was eventually amended by Public Law 14-9, changing the deadline for Chamorro language instruction at all levels from 1980 to 1985 to allow more time and opportunity for the Department of Education in Guam to secure qualified teachers.

The author believes that the University of Guam should establish a degree program which allows for specialization in the Chamorro Language. Among his suggestions for the improvement of Chamorro instruction in Guam's public schools is the use of more pre-testing and post-testing surveys

to determine student progress in the Chamorro language at the elementary level. He also supports the establishment of written policies and procedures for curriculum development as well as procedures for teachers in the use of Chamorro language related curriculum materials. He also emphasizes the need to push for upgrading the skills of existing Chamorro language teachers and to more closely document the development of Chamorro language materials for the classrooms. (R.F.K.)

Peckens, Russell G. See Paler, Abraham.

115 Porter, M. Roseamonde. Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands. Final Report. 1969. ERIC, 1969. ED 033 338.

In this study conducted for the U.S. Office of Education and the Department of Education of the Trust Territory of the Pacific Islands from November 1966 to June 1969, the current status of ESL in Micronesia was evaluated as well as the proficiency levels in English language skills possessed by Micronesian students and teachers in the Ponape District in grades one through twelve. During the course of this study, the Education Department of the Trust Territory of the Pacific Islands and the U.S. Office of Education also developed instructional materials and sequential curriculum for an audiolingual approach to learning English on the basis of an analysis of key English language structures and on perceived problems in learning English communication skills in the Ponape District.

An experimental hypothesis used in this study was that these recently developed Curriculum Research English materials would produce better progress results for Ponape students learning English than would the Tate Oral English series that were adopted for use in the Trust Territory in June, 1967. However, test results using an experimental-control test design failed to support this hypthesis. Tables and extensive discussion of test results indicate that both the control and experimental groups made significant gains through their respective English language programs.

Porter also discusses the confusion existing over policies relating to teaching English in the first grade and the teaching of literacy in the vernacular. Porter also emphasizes the need for an increased teacher education program in the Trust Territory. Extensive discussion of the materials produced from the Curriculum Research English program and their use is included in this study as well as an analysis of tests given to students using either these materials or the Tate Oral English series.

Recommendations given by the author include conducting further tests

over a five year period to evaluate both sets of material, the establishment of clearer policies on the development of literacy in the vernaculars, revision of the Curriculum Research Project Proficiency Tests and the development of a strong research program to find answers to questions relating to education in the Trust Territory "in order to formulate sound policy decisions and action programs." (R.F.K.)

116 **Potter, Patricia. "Letter to New Teachers on Guam." Modern Linguistic Theory and Language Instruction in a Bilingual Milieu: Developing a Strategy for Primary English Instruction on Guam. Patsy Gaynell Pool Layne. Ann Arbor, Michigan: University Microfilms International, 1984. 291-296.**

In this 1967 letter to new public school teachers in Guam, Potter summarizes the major areas of conflict that Chamorro children encounter in learning the English language. She summarizes and gives examples of the numerous problems they encounter in the areas of pronunciation, consonant clusters, vowels, intonation, pronouns, verbs, prepositions and word order. (MARC)

117 **Powell, Judith. "Chamorro is a Living, Vibrant Language." Pacific Daily News 16 Apr. 1976: 22.**

This article summarizes George Riley's social linguistical study on the language preference of Chamorros, which examined when Chamorros use English and when they speak Chamorro. Several questions used in the survey are given with sample responses. The survey indicated that nearly ninety percent of those surveyed wanted the Chamorro language to survive in future generations for use in intimate conversation while many indicated that English is the preferred language in formal situations. Respondents were divided in terms of four categories: age, sex, education and place of residence.

Riley found that education made the most difference in influencing which language a person would choose to speak in any given situation while age made the least difference. Sixty percent of respondents also indicated they could speak Chamorro while forty percent said they could write it. Almost all who could not read or write Chamorro indicated that they wanted to become literate in Chamorro. Riley also reflects that "by all rules of history and linguistics, it (the Chamorro Language) should no longer exist...in other parts of the world, similar events have completed wiped out the native language." (MARC & Nieves M. Flores)

118 **Price, Willard. America's Paradise Lost. New York: John Day Co., c1966.**

When discussing American approaches to education in Micronesia, the author advocates a strong reliance on English in Micronesian schools since "a localized language stunts mental growth" (p. 194). Pointing to the diversity of languages in Micronesia, he argues that producing newspapers, magazines and books in languages understood only by Micronesians would not be a viable commercial venture and "hence a literature in an island language is impossible. The natives' only hope to tap the knowledge of the world is to learn a language in which the world's knowledge is published." He offers numerous other observations on American influence in Micronesia. (MARC)

Propst, Ivan K., Jr. See Baldauf, Richard B., Jr.

119 **Purdy, Althea. "Micronesian English Teaching Unit." South Pacific Bulletin Third Quarter, 1980: 49-51.**

As a staff member of the Micronesian English Teaching Unit (METU), Purdy discusses the objectives and activities of the unit, particularly in terms of its main function of offering teacher training and technical assistance to English teaching coordinators throughout Micronesia who in turn were to develop the skills of elementary teachers as a result of this assistance. (MARC)

120 **Quitugua, Franklin J. The Territory of Guam School System and Federal Legislation Requirements. Statement by Franklin J. Quitugua Before the Committee on Education and Labor Subcommittee on Elementary, Secondary and Vocational Education, Washington, D.C., June 11, 1975. s.l. : s.n., 1975?**

In this summary of Guam's public school system and analysis of federal funded education programs in Guam, discussion of the goals and objectives of the ESEA Title VII Guam Bilingual Education Project is also included. A breakdown is given of the project's funding from 1973-1975. Quitugua's statement emphasizes the importance of the program's objective to help preserve the Chamorro language and culture through the public schools. (Nieves M. Flores)

121 **Ramarui, David. "Education in Micronesia: Practicalities and Impracticalities." The Impact of Urban Centers in the Pacific. Ed. Roland W. Force & Brenda Bishop. Honolulu, HI: Pacific Science Association, 1975. 307-316.**

In noting the need to consider the problems of education in Micronesia in a cross-cultural context, Ramarui traces the historical background of formal education in Micronesia through its various administrations and examines the objectives of an educational system that needs to be both bilingual and bicultural in nature. Ramarui emphasizes the fact that such a system of education must enable Micronesians to maintain the identity of each individual cultural group while enabling a Micronesian unity to occur throughout the region. (MARC)

122 **Reid, Charles F. Education in the Territories and Outlying Possessions of the United States. New York: Columbia University, 1941.**

Chapter five of this book examines policies and finances of education in Guam as it existed during the 1930's and discusses the origin of English language instruction in Guam. The author maintains that forbidding the use of Chamorro in Guam business offices and during government related business "has resulted in the reduction of illiteracy and in considerable progress in the general use of English." (MARC)

123 **Richard, Dorothy E. United States Naval Administration of the Trust Territory of the Pacific Islands. Vol. 1. Washington, D.C.: Government Printing Office, 1957. 3 vols.**

Education sections throughout this chronological documentation of U.S. Naval Administration in Micronesia touch upon early attempts by the Navy to teach English to residents of the Marshall Islands, Northern Mariana Islands and the Western Caroline Islands following the end of the Japanese occupation. Chapter 23 of volume two (p. 372-402) outlines the education programs initiated in 1945 in Guam, the Northern Mariana Islands and throughout Micronesia for keeping "the children, both native and alien, occupied." A military government directive of December 12, 1945 determined that "instruction in the English language for natives of all ages is a prime

necessity but this is not to be construed as discouraging instruction in the native languages and culture." The establishment of a Native Teacher Training Program in Guam in 1947 is described as is the emphasis placed on training future teachers in conversational English. (MARC & Nieves M. Flores)

124 Riley, George Alfred. "Language Loyalty and Ethnocentrism in the Guamanian Speech Community." Anthropoligical Linguistics 17 (1975): 286-292.

In attempting to discover the nature of the relationship existing between ethnocentrism and language loyalty among Chamorros in Guam, Riley discovered that a high percentage of Chamorro students surveyed at the University of Guam (enrolled in English 101a-b, Fundamentals of English) maintained that it is "not necessary to be able to understand or speak Chamorro in order to be considered a Guamanian." The author suggests that this may be an indication of these students questioning the concept that knowledge of a language per se is essential for one's integration into a cultural network. Responses from these students also indicated that while the ethnocentric feelings of the subjects decreased, there was also a slight decrease in the reported knowledge of Chamorro and the usage rates of students. He speculates that their "ambivalence" in their linguistic attitudes may be accounted for by the fact that these students were "still in the process of undergoing a cultural change." (R.F.K.)

125 Riley, George Alfred. "Language Loyalty and Ethnocentrism in the Guamanian Speech Community - Seven Years Later." Anthropological Linguistics 22.8 (Nov. 1980): 329-333.

In this study which examines the Chamorro language loyalty and ethnocentrism aspects measured for his 1975 doctoral dissertation (see annotation in this bibliography), Riley found that since 1974, there was a decrease in the number of Chamorro students who believe that an understanding of Chamorro is not necessary to be identified with or integrated into the "Chamorro speech community." He considers this to indicate "the beginning of a major change in attitudes among these students." Chamorro students used to obtain means of ethnocentrism, language use and language knowledge were from Riley's English 101a-b Fundamentals of English class at the University of Guam. While the author maintains that efforts made by the government of Guam since 1973 to promote Chamorro language and culture in schools occurred through agencies with little interaction between each other, such efforts have nevertheless had a positive impact on making students

aware of the importance of preserving Chamorro language and culture. He advocates a more fully integrated language planning program to increase the success and impact of Chamorro language and related programs in the schools. (R.F.K.)

126 Riley, George A. Letter. Pacific Daily News 11 July 1977: 15.

In congratulating the 14th Guam Legislature's enactment of Bill 304 to make the study of Chamorro mandatory in the public elementary schools of Guam, Riley discusses the aspects of development that must be addressed if such a program is to be successful. He advocates the use of highly educated instructors instead of relying on short in-service programs which "are next to being totally meaningless." Because students learning Chamorro in the classroom are diverse in terms of fluency in the language, teachers must not only have expertise but flexibility as well in order to avoid teaching these diverse groups "the same thing in the same way." He also stresses the need to produce properly designed Chamorro texts. Because the proper materials had not yet been developed for all elementary grade levels, Riley emphasizes the need to start the program at the kindergarten or first grade level and add another grade to the overall program each year as materials are developed. He also advocates the teaching of the Chamorro language and culture as a subject instead of using this program "as a step towards a maintenance type of bilingual education." (MARC & Nieves M. Flores)

127 Riley, George Alfred. A Sociolinguistic Study of Language Usage in the Territory of Guam. Diss. University of New Mexico, 1974.

This study examines several major characteristics of "the typical bilingual speaker of Chamorro and English in the Territory of Guam" : (1) the extent of such a speaker's bilingualism and the use of it in intimate and formal situations; (2) the relationship that exists between ethnocentrism, language usage and language loyalty; and (3) attitudes toward language maintenance and language shift. Subjects used for this study included 240 representative Chamorro/English speakers from the "Guamanian speech community" and 194 Chamorro/English speaking freshmen students from Riley's Fundamentals of English course at the University of Guam.

Riley's research indicated that the strong influence of modernization and urbanization in Guam was altering the Chamorro language dominance of the bilingual community towards an English language dominance. However, there was a strong indication that while English is the dominant language in public and formal situations, Chamorro is generally maintained in the homes and in informal situations. Riley's data indicated that the extent of this

language shift is somewhat dependent upon the degree to which one is educated and the speaker's sex. He offers several speculations on where this language shift may lead, including its impact on education.

He also found in his survey of the students that strong feelings of ethnocentrism were "singularly lacking" and that there was a relatively low usage rate of the Chamorro language. The majority of students, however, indicated positive attitudes toward Chamorro language loyalty and maintenance. However, the study also found that there was a high percentage of students who maintained that it is "not necessary to be able to understand or speak Chamorro in order to be considered a Guamanian." Riley suggests that this is an indication that these students are questioning the knowledge of a language as being essentual for one's integration into a particular culture.

Survey data measuring the above aspects of the language situation in Guam are broken down into numerous tables and accompanied by detailed discussion of the results. (MARC)

128 Rivera, Maria A.T. and J. Barcinas. Guam Title VII-SEA, Annual Report to Office of Bilingual Education and Minority Language Affairs. Agana, Guam: Department of Education, Chamorro Studies & Special Projects Division, 1986.

This study provides a review of Guam Department of Education services to students with Limited English Proficiency (LEP) during the 1985-86 school year and offers recommendations regarding areas of service to LEP students that need improvement. The report describes attempts at obtaining data on LEP students in Guam; attempts that were hindered by the inconsistent or nonexistent means by which school principles assessed the English proficiency of incoming students whose families use a language other than English. Because the Department of Education "has not organized a data collection process to identify and track the progress of LEP students," the report concentrates instead on existing policies and programs and on offering specific recommendations concerning services for LEP students including a discussion and evaluation of Guam's Bilingual-Bicultural Program. (R.F.K.)

129 San Agustin, Albert T. "Bilingual Bicultural Teacher Training Program: A Management Review." Unpublished ms., University of Guam, 1977.

This report reviews management related aspects of the Bilingual Bicultural Teacher Education program at the University of Guam and offers several recommendations for the program's improvement including the need for greater reciprocity of communications and more documentation of activities and progress. (MARC)

130 San Nicolas, Claudine. "Bilingualism Gaining More Respect." Pacific Daily News 17 Aug. 1986: 34.

This article discusses the new bilingual bicultural educational television program sponsored by Guam's Department of Education as well as the increasing use of bilingual bicultural education in Guam's public school system. The beneficial aspects of bilingual bicultural education are stressed. (MARC & Nieves M. Flores)

Sergeant, Harold. See Ford, C. Christopher.

131 Singleton, John. Education for Paradise: Improving Elementary Education in the Truk District, United States Trust Territory of the Pacific Islands, 1955 to 1959. Montana?: s.n., 1959.

Besides reviewing the history and development of education in Truk from October 1955 to May 1959, the author also examines language instruction in Truk and its related problems including those problems created by an early conviction of the Naval Administration that elementary schools should concentrate on teaching English beginning in the first grade and use standard American elementary texts. The author discusses attempts to produce language arts materials in Trukese for the elementary schools despite the lack of a district-wide agreement on a standard spelling for the language. Few Trukese elementary school teachers in 1955 had a reasonable command of the English language and effective teacher training programs were slow in developing. A chronological discussion is given of attempts to produce culturally based readers in Trukese and English from 1955 to 1959. By 1959, "a substantial amount of materials" had been developed and published for teacher and student use. U.S. field supervision and assistance and a teacher certification program were intended to enable elementary teachers in Truk to get the most value out of these materials through formal training. A summary of the state of elementary education in Truk and future objectives is also given. This work was produced in partial fulfillment of requirements for Education 501, Montana State College. (MARC)

132 Smith, Donald Francis. Education of the Micronesian with Emphasis on the Historical Development. Ann Arbor, Michigan: University Microfilms International, 1972.

In tracing the educational policies and influences of the Spanish, German, Japanese and American periods in Micronesia, the author examines

the Navy's decision in 1947 to emphasize bilingualism in their education programs. This was in support of the use of the vernacular in the early years of a child's education. English was generally emphasized more as students eventually moved to advanced classes taught by American mainland teachers. The lack of suitable texts also limited efforts to teach the local language, sustain knowledge and respect of local culture and in transferring vernacular language skills to the process of learning English. Increased emphasis was placed on the vernacular in areas where the need of English was likely to be limited in the future and where mission work had not been established.

According to the author, the American Civil Administration, 1951-1966, gave priority to local languages until 1962 when a new language program established English as the primary language of isntruction. According to the United States State Department (1958) in its Tenth Annual Report to the United Nations on the Administration of the Trust Territory of the Pacific Islands, "this change was made in conformance with the desire of the Micronesian people as expressed by the Council of Micronesia" (p. 127).

Besides providing an overview of the educational changes that occurred throughout Micronesia during the past four hundred years, Smith's work also examines how other colonial administrations have dealt with the question of language and bilingualism.

Originally a 1968 American University dissertation. (MARC)

133 Solenberger, Robert R. "Cultural Conflict and Language Learning in Micronesia." Proceedings of the 8th International Congress of Anthropological and Ethnological Sciences. Tokyo: Science Council of Japan, 1968. 3 vols. vol. 2, Section B-8, 364-367.

This paper gives a fairly detailed overview of the state of bilingual education in Guam and Micronesia as it existed up to 1968. It concentrates on the generally greater emphasis placed on teaching English proficiency as well as the use of the vernacular in various areas of Micronesia more out of necessity than something originating from a theoretical basis. The extent to which the strength of culture and its related languages are affected by the teaching of English in the Pacific is also discussed. (R.F.K.)

134 Solenberger, Robert R. "The Social Meaning of Language Choice in the Marianas." Anthropological Linguistics 4.1 (Jan. 1962): 59-64.

This paper summarizes the social significance of language choice in the Northern Mariana Islands, with an emphasis placed on group solidarity and

status identification. Some comparisons with language choice in Guam is also made. The impact of the Spanish, German, Japanese and American eras in the Mariana Islands is also examined, particularly in terms of their respective languages and the survival of those languages in the Marianas. Solenberger maintains that the use of English will increase because of the emphasis placed on the language in schools but believes that Chamorro and Carolinian will remain the languages used in homes. He argues that a complete shift to English, even on Guam, is unlikely and that "Chamorro seems destined to survive as the language taught by Chamorro mothers to their children throughout the Marianas." (R.F.K.)

135 South Pacific Commission. Sub-regional Seminar on Teaching of English as a Foreign Language. Suva, Fiji. 24 August - 4 September, 1969. Noumea, New Caledonia: South Pacific Commission, 1969.

This summary of papers on TESOL theories for Oceania presented at the sub-regional seminar, also contains individual 4-5 page overviews of TESOL policies and practices in specific Pacific countries and territories as they existed in 1969. The "territorial statement" for the Trust Territory of the Pacific Islands was written by H.W. Crouch, English Program Supervisor, Department of Education in Saipan, Northern Mariana Islands. A breakdown of the number of public school students is given as well as a short discussion of the use of the Tate Oral English Syllabus in the Northern Mariana Islands, Yap, Palau, Truk, Pohnpei and the Marshall Islands. (MARC)

136 Spencer, Mary L., ed. Chamorro Language Issues and Research on Guam: A Book of Readings. Mangilao, Guam: University of Guam, 1987.

This book contains eight papers of a theoretical and empirical nature on Chamorro language issues and related research. The editor's section on "Implication for Research and Development" summarizes these papers and points to the "fragility of the current state of the Chamorro language in Guam" and the implications of the research findings presented in these papers. Spencer emphasizes the need for documentation of the "sequence of development of Chamorro syntactic features and lexicon at varying age levels." The large number of Chamorro children in Guam who are low in oral proficiency in both the Chamorro and English languages raises research questions relating to comparisons that can be made between formal test results and cultural/verbal behavior as it exists outside of testing situations. The editor discusses the need to observe Guam classrooms to determine what cultural and/or social dynamics exist which may encourage or discourage the

oral participation of students. The development of students' literacy in Chamorro and English also needs to be thoroughly documented. Information on Chamorro literacy development at any age is especially needed in order to gain greater insight into the linguistic development of Chamorro students and adults. Spencer also points to the need to evaluate current alternative instructional approaches used to develop English and Chamorro proficiency in speaking, listening, reading and writing.

The following papers from the collection are annotated in this bibliography: "Language Survival, The Ideology of English and Education in Guam" by Robert A. Underwood, "American Policies and Practices Affecting Language Shift on Guam: 1898-1950" by Rosa S. Palomo, "Is Bilingual Education a Friend or Foe of the Indigenous Languages of the Marianas?" by Samuel Betanes, "Studies of Chamorro and English Language Proficiency with Chamorro Children in Guam" by Mary L. Spencer, Rosa S. Palomo, with Nelia Vela, "A Survey of Language Use and Attitudes in Guam" by Carol Odo, "The Development of Linguistic Attitudes Toward Guamanian Dialect English and Standard English" by Julieta Babasa and "Ethnic Inequalities in Guam's Special Education Programs" by Nerissa Lee. (R.F.K.)

137 Spencer, Mary L. "Entry-Exit Criteria Issues as They Relate to the Bilingual Education Programs of the Micronesian Region." Unpublished ms., University of Guam, Project B.E.A.M., 1985.

This study examines issues relating to the criteria used in bilingual programs in Micronesian schools to determine when students are in need of service and when bilingual education opportunities will be withdrawn from them. She discusses the many entry-exit criteria used in the continental United States which do not easily fit into place in the linguistically different environments of Micronesia. The two categorically different linguistics environments of Micronesia that she discusses are the dual language environment and the L1 Prevalent Environment. The dual language environment is particularly prominent on Guam where children are recipients of the English language in the public domain and Chamorro in the home. The L1 Prevalent Environment characterizes all other portions of the Micronesian region in which the indigenous language is by far the most prevalent language with English being a foreign language. The author examines entry-exit assumptions that exist for Micronesia and dismisses the value of using a classic, U.S. originated entry-exit program in Micronesia. (R.F.K.)

Also in Bilingual Education Bibliographic Abstracts (BEBA) database.

138 Spencer, Mary L. "Program Evaluation and Testing in the Educational Programs of Micronesia - When Benchmarks are Needed." Unpublished ms., University of Guam, Project B.E.A.M., 1985.

In reviewing the state of testing and evaluation of Micronesia's bilingual education programs, the author emphasizes the need to develop and use locally produced instruments to measure the successes and failures of bilingual education programs designed for Micronesia's schools and children. She discusses several concerns about bilingual education in Micronesia which must be addressed in a critical manner in order to improve these programs. These concerns include the need to determine when to introduce English to Micronesian children with a knowledge of only their own vernacular and how to respond to children who enter school more proficient in English than in their vernacular language. Other concerns include evaluating the effectiveness of the South Pacific Commission and Tate Oral materials and measuring the effect that bilingual education programs have on the oral English proficiency of Micronesian children. The author examines the status of bilingual education program evaluations in Micronesia, pointing out their objectives and areas that need to be strengthened. She also offers several strategies for improving bilingual education evaluation projects in Micronesia.

Presented at the annual meeting of the Pacific Island Bilingual Bicultural Association, Truk, February, 1985. (R.F.K.)

139 Spencer, Mary L. and Patrick Langmoir. "Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific." College of Arts and Sciences. Research Conference. April 7, 1987. [Mangilao, Guam: University of Guam, College of Arts and Sciences, 1987.] 239-261.

In response to the fact that the pedagogical effectiveness of the SPC reading curriculum (used to accompany SPC's Tate Oral English program) has never been evaluated, the authors explore the SPC reading curriculum in a descriptive manner and examine how the material is used in classrooms in Micronesia. The authors also explore the basic textual qualities of the SPC materials for the purpose of building upon an understanding of how the SPC reading curriculum influences the development of the reading skills of Micronesian students. The authors review the audiolingual instructional techniques of the Tate oral materials and focus on the Junior Readers, the Alternative Readers and the Intermediate Readers of the SPC Reading Program. Obvious inconsistencies between SPC author, consultant and local specialist placement statements are indicated in a table displaying SPC's recommended

grade placement of the reading series, recommendations from one of the main SPC teacher training consultants in the region and the placements reported by language arts specialists in Pohnpei, Yap, Marshall Islands and Belau. The table also indicates a diversity of placement arrangements that were reported at the local level.

Despite the fact that the reading series were designed to be used in the first six grades, local educational agencies in these Micronesian areas extend SPC reader placement through the seventh, eighth, and sometimes ninth grades. Although the SPC program recommends delaying English reading until grade two, three of the four reporting agencies in these areas indicated that such reading does not begin until the third grade.

Readability analyses were conducted on the SPC Junior Readers (1-9), the SPC Alternative Readers (5A, 6A, 7A, 8A, and 9A) and the Intermediate Readers (I, II, III, IV). An analysis of the qualitative nature of the SPC readers in regards to text complexity, readability level, running words and number of reading pages indicated that their content is relatively less complex and substantially briefer than basal reading series used in the United States such as the Ginn basal reader series.

Based on actual classroom observations and responses received from local educational agencies in Micronesia, the authors conclude that these agencies are not using the SPC reading series as recommended by the publisher, causing the scheduled completion date of the Intermediate Readers in grade six to be exceeded in Micronesian school systems by two or more grades. Students generally do not begin reading in any language until the second or third grade.

The authors argue that one of the reasons local reading program specialists and administrators do not use the SPC readers in conformance with publisher recommendations is because "the University of Guam does not teach Micronesian teachers how to use SPC materials." They also point to the infrequency of teacher training workshops and programs offered by the SPC authors and publisher. The average classroom teacher, they maintain, has difficulty with the complex relationship that is supposed to exist between the Tate Oral Language Materials and the SPC readers, particularly when "most teachers do not have ready access to the SPC teacher manuals and program descriptions."

The authors also examine possible explanations for the general tendency by teachers in Micronesia to wait until the second or third grade to begin students with the first readers. Conclusions based on the analyses presented in this study are offered as well as extensive recommendations on the use of the SPC materials, the earlier use of first language instruction and eventual introduction of English reading when students have developed a first language reading foundation. The authors also recommend that the University of Guam commit itself to teach how SPC materials may best be used and stress the need for more research on the effectiveness of SPC materials. (R.F.K.)

140 Spencer, Mary L. with Kerina Oshiro, et al. Evaluation of the Bilingual Education Program Title VII Transitional Program, Grades 7-9, Kosrae Department of Education, Federated States of Micronesia, 1986-1987, Academic Year. Unpublished ms., University of Guam, Project B.E.A.M., 1987.

This report examines Kosrae's Bilingual Education Program as it is conducted in Kosrae's five elementary schools for grades 7-9. It makes recommendations for improvements in various areas including classroom techniques, materials development and capacity building. Test performance of a random sample of 7th grade students on the English Language Assessment Scales (LAS) indicated that 85 percent (80 of 94 students) of the sample were NES (Non-English Speaking), 11 percent were classified as LES (Limited English Speaking), and 4 percent as FES (Fluent English Speaking). Their reading and listening performances were also low on the Secondary Level English Proficiency Test (SLEP). This lack of significant progress after six or seven years of English instruction with the Tate Oral Language series is seen as a clear indication of the need to initiate changes in Kosrae's oral English instructional program. Several tables in this report offer specific data on test performances.

The Kosrae Department of Education's Instrument for Observation of Teaching Activities (IOTA) is also examined and performance levels of teachers in the elementary schools are provided. In addition, Spencer offers a detailed discussion of her classroom observations at four of the five elementary schools (Malem, Lelu, Utwe and Tafunsak) and offers related recommendations for improvements.

The report also contains responses to a survey which asked teachers to indicate their number of years of teaching experience, their degree status, their language proficiencies, their use of Kosraean and English in the classroom as well as what they consider to be their strengths and weaknesses in specific activities used in class. A list of staff development activities is included.

The role and perceptions of parents and the community toward education in Kosrae as well as the impact of their involvement in the educational process is also discussed. Material development efforts for the Kosrae Bilingual Education Program is evaluated as are the administration and capacity building needs which conclude the report. Appendixes include a rough draft of the Kosrae Parent Educator Handbook, as well as a training report which summarizes efforts to facilitate the development of parent/community and school involvement teams for each of Kosrae's five villages. (R.F.K.)

141 **Spencer, Mary L. and Rosa S. Palomo with Nelia Vela. "Studies of Chamorro and English Oral Language Proficiency with Chamorro Children in Guam." Chamorro Language Issues and Research on Guam: A Book of Readings. Mangilao, Guam: University of Guam, 1987. 77-131.**

Using the Chamorro participants of the 1982 and 1983 Fanayakan summer school in central Guam as well as participants of a 1985 substudy conducted in southern Guam, the authors investigated research questions relating to students' oral proficiency in Chamorro and English. Possible developmental trends across specific age groups and possible implications of test results for Chamorro and/or English language instruction were also examined. Test results seem to indicate that the elementary school years for most Chamorro students are years in which they are confronted with a predominantly English language schooling experience without being proficient in English oral language skills. Since the majority of these students were measured to be at Limited English Speaking (LES) or Non-English Speaking (NES) levels of proficiency, "the all-English instruction received by these students will not be 'understandable' as required by federal law." The researchers believe that while the ability of Chamorro students to express themselves in English increases at the secondary level, the educational loss that occurs during these elementary years "will have been great." This study, which also discusses students' proficiency in various aspects of the Chamorro language, generally indicated that students had a low proficiency in speaking Chamorro. Improvements made in Chamorro proficiency as a result of the Fanayakan program are also discussed.

Comparisons between the Fanayakan study results and the 1985 substudy in the village of Inarajan indicated that while students in grades two and three experienced the same relative difficulty of the Chamorro language tasks faced by students in the Fanayakan program, southern Chamorro students did significantly better on the Story Retelling Task of the Sensuran Fino' Haya test.

Test results of this study generally indicated that the Inarajan students demonstrated more proficient control of the Chamorro language than did the Fanayakan students. Researchers speculate that there may be a greater likelihood of finding Chamorro students with limited, near fluent and fluent Chamorro oral proficiency skills in the southern student population of Guam than in the north or central portions although additional studies would be needed to confirm this. The researchers point to the need for further research to determine if there are cultural rules of silence and various language contexts which may provide a more accurate picture of the verbosity of Guam's Chamorro children. Numerous tables and discussion provide an extensive evaluation of results from the Sensuran Fino' Haya, the Sensuran i Lengguahen Chamorro (SLC - grades 6-12), the Language Assessment Scales I (LAS I - kindergarten to grade 5) and the Language Assessment Scales II (LAS II - grades 6-12) tests.

The researchers recommend more active linguistic participation for students in Guam's schools as well as training teachers to use activities which encourage and develop students' language interaction and self expression. They suggest that the mandated Chamorro instruction in the schools may have to be increased in terms of time or pedogogical effectiveness. Ultimately, they maintain, the push to enable students to achieve English language competency must be directed toward the development of all linguistic skills while maintaining and developing indigenous languages in Guam and throughout Micronesia. (R.F.K.)

142 **Spencer, Mary L. and Project B.E.A.M. History and Status of Vernacular School Materials and Instruction in the Micronesian Region-With Comments on Literacy and Emerging Local Educational Needs. Mangilao, Guam: University of Guam, Project B.E.A.M., 1986.**

After presenting a short overview of early work that was done to develop the written vernacular languages in Micronesia, Spencer considers current efforts to maintain these languages. These efforts were strengthened after the Micronesian Congress passed a resolution in 1969 calling for the use of vernacular languages in all public schools in the Micronesian region. In response to this resolution, various indigenous language programs were initated including the University of Hawaii's PALI project, Bilingual Education Teacher Training (BETT) program, the Pacific Area Language Materials (PALM) project and the Bilingual Education Program for Micronesia (BEPM) project. Spencer examines the activities of each of these projects and discusses the impact of Title VII bilingual education grants. This report also contains a table which shows the number of vernacular materials for each of the major languages in Micronesia that had either been published or were at certain stages of development as of 1982-83.

In reviewing the present status of oral and literacy skills development in Micronesia, Spencer maintains that the lack of organized educational testing and documentation in the Micronesian region forces one to base interpretation of the status of English skills development in Micronesia on samples which often are not drawn randomly and on "some scraps of evidence that can only supply a speculative base for hypotheses in need of testing." She discusses the assessment of English oral language proficiency as it is often measured by either the Micronesian Achievement Test Series (MATS) or with locally designed tests which are similar in design. She also discusses the status of vernacular oral and literacy development and provides an overview of "problems with the skills of educational personnel who prepare vernacular school materials." She describes the critical needs for: (1) vernacular materials and the local capacity to develop them; (2) the need for teachers with four year degrees; (3) the need for more school buildings and high schools and (4) the need for improved English and content area curriculum and materials.

A description of the educational context of Micronesia is provided in several appendixes prepared by the Project B.E.A.M. staff. This context is examined in terms of geographical and political/administrative characteristics of the Micronesian region as well as in terms of the cultural/linguistical diversity of the region. The appendixes also examine its educational systems and focus on the unique features and critical problems that exist in education in Micronesia. (R.F.K.)

143 Stammer, Shirley Gregor. "A Comparison of Reading Achievement Between TESOL and Non-TESOL First Grade Children." Masters Thesis. University of Guam, 1975.

Using the TESOL component of the FLASH program on Guam, the author examines the plausibility of successfully increasing proficiency in reading skills by providing one of two groups of children with supplemental oral instruction in English. The increase in reading skills amoung children in the participating group was compared against the control group and on the basis of sex. The Comprehension Section of the Gates-MacGinite Reading Test was used for the testing of all students. Stammer's statistical analysis of results enables her to conclude that the oral language development program of TESOL effectively improves reading proficiency. This study contains several statistical tables and summarizations of oral instruction methods that were used. (R.F.K.)

144 Standford University. School of Naval Administration. Handbook on the Trust Territory of the Pacific Islands: A Handbook for Use in Training and Administration. Washington, D.C.: Navy Dept., Office of the Chief of Naval Operations, 1949.

In this handbook prepared under the authority of the U.S. Navy Department, a fairly detailed history is given in Chapter 17 of the development of "educational objectives" established by the Navy in 1944 and followed up to 1948. The English language was determined in 1945 to be the medium of instruction "as far as practicable" in Saipan, Northern Mariana Islands and the Western Caroline Islands, with stress placed on conversation. The chapter also points to the "range of alternative precedents" existing in regards to the use of English vs. the vernacular in education and emphasizes the fact that the United States was more actively "pushing" the teaching of English in Guam and American Samoa than was the case with the British administration in Pacific and African territories. This chapter, however, also points to the importance of not neglecting the vernacular. To imply that the vernacular is inferior to English would prompt "the collapse of the traditional culture of which the vernacular is the verbal carrier."

While no particular position is taken as to whether or not the vernacular should be used as the main mode of instruction at least in the elementary schools with English treated as a "subject matter" to be learned, the writer summarizes the opinions of P.L. Garvin and I. Dyen. They maintain that the diverse language situation, particularly in Pohnpei and Truk, dictates that the vernacular be used first and then English, especially spoken English, be taught only after students have mastered reading and writing skills in their own languages. (MARC)

145 Stoffel, Karl R. Remedial Reading at G.W.H.S.: A Concept Paper for a Possible E.S.E.A. Title IV Project Proposal. Guam: s.n., 1984?

In response to low reading proficiency levels in English at George Washington High School (Guam) as indicated by the Standford Test of Academic Skills and the Nelson Reading Test, the author offers a proposal for a concentrated program in remedial reading at G.W.H.S. Included is a detailed description of project activities and objectives. Appendixes include test results from 1977-1979, G.W.H.S. textbook reading levels and a chart measuring textbook grade levels against students' reading grade level. Also included is a Counseling Department report entitled: Problems in School Attitudes Related to Reading Ability of Students. (MARC)

146 Strong, Dianne M. "Communication Apprehension and Second Language Learning." Communication Sept. 1983: 6-13.

This study measures levels of communication apprehension that existed among 247 students in developmental English at the University of Guam using their native language and English. Its purpose is not only to examine the impact of communication apprehension and the success of college developmental English in dealing with it, but also to provide a preliminary investigation for the development of an instrument to measure communication apprehension in second language learning.

The Language Attitudes Survey (LAS) was developed especially for this study and communication apprehension items contained in McCroskey's Personal Report of Communication Apprehension (PRCA) 25-item long form (1978) were adapted for use in the LAS. Results demonstrated that enrollment in developmental English successfully decreases levels of communication apprehension in speakers using English as a second language. Discussion of the results also examines the extent to which communication apprehension is evident in Micronesian students as well as in Asian students. The author emphasizes the need for further research in the area of communication apprehension and the need to examine the readability of the LAS. (MARC)

147 **Strong, Dianne M. "An Evaluation of Developmental English Programs for Second Language College Students." Diss., University of Southern California, 1982.**

Strong begins her evaluation by summarizing the objectives of the 1978 Humanities Core Pilot Project initiated by the University of Guam to modify the traditional, developmental English curriculum used at the university for students whose first language is not English. One of the project's main goals is to effectively address the problem of accelerating the English language acquisitions skills of Micronesian students who come from a variety of vernacular backgrounds. The intent of this study is to evaluate this experimental program of developmental reading and writing.

The study attempts to determine whether or not students enrolled in the English Skills Section of the Humanities Core Project (ESSP) score higher in reading comprehension and in reading vocabulary than control students enrolled in the Traditional Developmental English Program (TDEP) as measured by the California Achievement Tests-Reading (CAT-R). The study also attempts to determine if ESSP students also score higher in the ability to recognize the syntactic patterns of standard English and in the ability to produce "standard educated English" than the TDEP students.

The study also focuses on changes relating to students' attitudes toward English and perseverance in university study as a result of participation in the English Skills Section of the Humanities Core Project. The study measures ethnocentrism as a result of ESSP and TDEP involvement as well as the development of an improved attitude toward the English language when compared to students enrolled in the TDEP. The author also addresses the question of whether or not participation in the ESSP will lead to a decrease in native language communication apprehension and/or a decrease in English language communication apprehension. She also examines the extent to which there is a decrease in English language communication apprehension when compared with TDEP students.

Surveys and tests of students in the experimental group (ESSP) and of students in the control group (TDEP) indicated that students enrolled in the developmental English skills classes associated with the Humanities Core Pilot Project and whose first language is not English, improved their reading vocabulary and English syntax. The author also concludes that such developmental English skills courses improve second language students' attitudes toward the English language. She also maintains that attrition rates for second language freshman in college level developmental English courses decrease when English language skills instruction is combined with an "interdisciplinary humanities core course." Included are numerous supporting tables and test results. (MARC)

148 **Takeuchi, Floyd K. "Chamorro Study Ordered." Pacific Daily News 17 July 1977: 1,3.**

This article reports on the question of whether or not the recently passed Bill 304 requiring mandatory Chamorro language and cultural courses be taught in Guam's elementary schools by the 1979-80 school year, was subject to exceptions for military and transient families. The bill also enabled Chamorro language and culture instruction to be an elective for students in the junior and senior high schools. (MARC & Nieves M. Flores)

Tilfas, Albert See Johnston, Ian C.

149 **Topping, Donald M. "A Bilingual Education Program for Micronesia." Linguistic Reporter 17.5-6 (May-June 1975): 4.**

This article describes the bilingual education training program initiated in 1971 by the University of Hawaii's Social Sciences and Linguistics Institute under a contract with the Trust Territory Government. The project was designed to conduct extensive research on all languages of Micronesia, train Micronesian linguists, produce reference grammars and bilingual dictionaries as well as to devise "linguistically sound, practical writing systems" evaluated and formally adopted by the project's Orthography Committee in each language community. Topping also describes the kind of training thirty Micronesian students enrolled at the University of Hawaii were getting on the subject of bilingual education strategies for Micronesia and Guam. He stresses that the training program "was designed by Micronesians to meet their own needs as they see them." (R.F.K.)

150 **Topping, Donald M. "Chamorro Structure and the Teaching of English." Diss., Michgan State University, 1963.**

The primary purpose of this dissertation is to provide a grammatical and phonological description of the Chamorro language as well as a contrasting analysis of the problems Chamorro speakers face in learning English. Emphasis is placed on the problems of linguistic interference, particularly regarding the structural differences of the two languages.

Data collected from informants aged 18-30 years old from Guam, Rota and Saipan, led the author to conclude that the English language programs in the Northern Mariana Islands needed to make use of more recent discoveries in second language teaching in order to accomidate these differences in languages and the subsequent problems faced by students whose first language is Chamorro. In addition to the detailed, linguistical examination of the difficulties that exist in teaching English to Chamorro speakers, this study also contains a discussion of early research on Chamorro grammar. (MARC)

151 Topping, Donald M. "Contrastic Analysis and Sandhi Alteration." Language Learning 14.3-4 (1964): 99-107.

In arguing that there is more to be done with the technique of contrastive analysis in teaching English as a second language besides the setting up of drills on minimal pairs of words, Topping illustrates the risks involved in using minimal pair pronunciation drills by explaining some of the phonological conflicts that exist between English and Trukese. He shows that Trukese is rich in sandhi (morphophonemic) alterations; an aspect of the language that is not effectively approached by working with minimal pairs. Using minimal pair drills is actually arbitrarily breaking a language up into word segments, "thereby running the risk of distorting completely the real segmental phonological problems" which exist between two languages such as English and Trukese. He offers suggestions on how teachers of English to Trukese speakers can develop teaching materials which deal with the phonological problems of phrases which differ significantly from those problems that are found in the pronunciation of individual words. Sample drills are also offered. (R.F.K.)

152 Topping, Donald M. "Language in Micronesia: An Overview." Unpublished ms., University of Hawaii, 1984.

Emphasizing his continuing belief that there is a very real possibility of Micronesian languages becoming extinct within two or three generations, Topping reviews historical periods in Micronesia and their impact on the development of the Micronesian languages of today. He reviews the English language problems and policies of the U.S. period and its important influence on views toward vernacular languages in Micronesia. He discusses the 1950's work of Robert E. Gibson and Gibson's contention that early childhood education should be in the child's first language and that English should be taught as a subject of study only after certain conditions are met. Policies that resulted from such thinking were abruptly halted with the push for an English only curriculum during the Kennedy administration. Topping maintains that while Peace Corps volunteers in the 1960's and 1970's played an instrumental part in promoting proficiency in the English language, their attempts to learn Micronesian languages at the same time "marked the beginning of a change in attitudes among Micronesians toward their languages."

Topping also discusses the introduction of bilingual education programs as well as language commissions and education task forces in Micronesia. English, however, continues to be a dominating force in Micronesia where all statutory laws have been and are drafted first in the English language and then "translated by untrained Micronesians into the languages of Micronesia." The heavy reliance on English, according to Topping, will continue to further the Americanization of Micronesia "at an ever-increasing pace." He points to

the lack of clearly stated language policies in the area of education and maintains that Micronesian culture can become weak and die if its people "give in to the force of literacy in an alien language." (R.F.K.)

153 Topping, Donald M. "Language Policy and Planning in Micronesia. Paper No. 3." Unpublished ms., University of Hawaii, 1983.

Arguing that Micronesian languages are destined to erode and eventually become extinct if steps are not taken to counteract the increasing encroachment of the English language, Topping recommends that an authoritative body be established with the power to either recommend or to set policy on matters relating to language use. Besides dealing with language use in education, media, government and projects meant to preserve and encourage indigenous languages in Micronesia, Topping recommends that such a body be particularly concerned with literacy and the role of Micronesian languages in the promotion of literacy. (R.F.K.)

154 Topping, Donald M. "Language Policy and Planning in Micronesia and Guam." Unpublished ms. University of Hawaii, 1981.

In reviewing discussions the author had with elected leaders in Micronesia and Guam in 1981 regarding language policy and planning, he observes that with the exception of Guam, these leaders and their cabinet appointees appear to view language policy as being "restricted to the question of language use in the classroom." He reviews past language policies and practices in Micronesia and reviews current language policies in education that are reflected in statements issued only by the governments of the Marshall Islands, Truk and Federated States of Micronesia. He summarizes arguments that have been presented in support of English as dominant language policy. He points to the vital importance of firm and clear language policies and recommends that a permanent Language Commission in Micronesia be established to study all aspects of language use and to make recommendations to governments for consideration and action. (R.F.K.)

155 Topping, Donald M. "Spoken Chamorro Tomorrow." Guam Recorder (n.s.) 3.1 (Jan.-Mar. 1973): 45-48.

Referring to Carol Odo's 1972 study (See Odo, Carol. A Survey of Language Use and Attitudes in Guam), Topping examines the "Americanization" of Guam, particularly in terms of its detrimental effects upon attitudes toward the Chamorro language and the increasing effort being

made by Chamorro parents to make English the first language of their children. He expresses concern over an increasing attachment in Guam to superficial features of American society without a more in-depth understanding of the total culture. He makes a plea to Chamorro people to maintain the Chamorro language which is the inherient backbone to the Chamorro culture. He also advocates a system of education in the Northern Mariana Islands which nurishes the growth of the Chamorro language as well as English. (MARC)

156 Topping, Donald M. "A Statement on Language Policy and Planning in Micronesia." Unpublished ms., University of Hawaii, 1982.

In discussing the rapid development of changes that societies in Micronesia are experiencing, Topping focuses on the need to question how vernacular languages are to fit into the development plans of new political entities of Micronesia in the face of the continuing dominance of English in education, media, legislative systems and elsewhere. He stresses the importance of establishing a clearly articulated policy regarding the role of language in the developmental process occurring throughout Micronesia. (R.F.K.)

157 Torres, Joaquin. "Why I Study English." Guam Recorder May 1925: 78.

In this appeal to Chamorros to concentrate on learning to speak, read and write English, the author maintains that "citizens and teachers especially who do not actually improve their everyday English are really committing criminal deeds to the public and especially to future generations." He defends his belief that Guam needs to align itself closer to the United States in respect to the English language. (MARC)

158 Trifonovitch, Gregory J. "General English Pronunciation Problems in the Trust Territory." A Manual for Teachers of English in the Trust Territory of the Pacific Islands. Trust Territory of the Pacific Islands: Department of Education, 1965.

Trifonovitch examines numerous problems he believes Micronesian students have in pronunciation of the English language. He offers drills and a fairly extensive analysis of pronunciation problems they encounter in consonants, vowels, consonant blends/sequences, diphthongs and stress. (MARC)

159 **Trifonovitch, Gregory J. On Cross-Cultural Orientation Techniques. ERIC, 1973. ED 102 834.**

In this discussion of cross-cultural orientation techniques used over an eight year period to orientate Americans preparing to work in Micronesia, the author examines the need to stress to them the problems of language learning and the need to understand basic cultural values. The orientation program emphasized the fact that English in Micronesia is a foreign language and dismissed the perception that Micronesians who do not speak English are somehow inadequate in their mental development. He notes that the orientation program succeeded in reversing incorrect assumptions about Micronesians and their languages. (R.F.K.)

Also in: Culture Learning: Concepts, Applications and Research. Ed. Richard W. Brislin. Honolulu, HI: East-West Center, c1977. 213-222. (R.F.K.)

160 **Trifonovitch, Gregory J. On Teaching Reading in the Trust Territory. Saipan, Northern Mariana Islands: Trust Territory of the Pacific Islands, Department of Education, 1965.**

In this memographed reprint of a 1965 edition, this paper summarizes methods of teaching reading that were advocated by ESL specialists in the United States and which could be used in Micronesia. The methods emphasize treating English as a foreign language for students whose first language is not English. Trifonovitch also stresses the need to help students read in their first language in order to use this literacy in the vernacular as a basis for learning English. (MARC)

161 **Trifonovitch, Gregory J. "Roots of Bilingual/Bilcultural Education in the Trust Territory of the Pacific Islands." Roots of Bilingual/Bicultural Education in the Trust Territory of the Pacific Islands. ERIC, 1975. ED 116 471.**

In reviewing the history of bilingual bicultural education in Micronesia from 1945 to 1975, Trifonovitch examines the sentiments of U.S. Naval administrators and Micronesians toward the English language and its place in education. The original education policy called for the use of local languages at the elementary level but budgetary restraints limited the implementation of this policy. Micronesians also began to feel that they were being discriminated against because of a lack of sufficient instruction in English. Studies and opinions in favor of literacy in vernacular languages was ignored by the Naval administration and English was introduced as early as in the first grade. Not until 1967, according to Trifonovitch, were local

languages reintroduced at the elementary grade level. The arrival of Peace Corps volunteers in 1967/1968 had a significant impact on improving attitudes toward the value of the vernacular. In the same year, the Pacific Language Development Project began to develop orthographies, grammars and dictionaries of the vernacular. Increases in local budget appropriations and federal legislation in support of bilingual bicultural education eventually allowed for implementation of the original 1945 educational policies of the Naval Administration.

This article contains numerous exerpts from documents and studies, particularly those espousing the use of the vernacular at elementary grade levels and those favoring the use of English. Reference is also made to the educational problems inherient in the diversity of languages in Micronesia and the resistance of American education staff to learn local languages.

Also in: Topics in Culture Learning. vol. 3. Honolulu, Hawaii: University of Hawaii, East-West Center, 1975. (R.F.K.)

162 Trifonovitch, Gregory J. "Trust Territory of the Pacific Islands." Linguistics in Oceania. Ed. Thomas A. Sebeok. Current Trends in Linguistics, vol. 8. The Hague: Mouton, 1971. 1063-1087.

In this discussion of language policies, education and literacy in the Trust Territory from the Spanish era to 1971, the author gives particular attention to the post WWII era and the various aspects of the English vs. the vernacular as a medium of instruction controversy. Excerpts are given from the U.S. Navy Department's 1951 interim regulations regarding language policies in the schools as well as excepts of recommendations from a committee formed by the Trust Territory's Director of Education, Robert E. Gibson who was convinced that the language policy as it stood in 1951 would be impossible to successfully implement because of a lack of qualified teachers to teach English in the elementary schools. He also thought that it was inadvisable to teach English as a subject in the earliest grades. The committee's recommended revisions to the Interim Regulations relied heavily upon the concept that a person is able to more effectively learn to read and write in a foreign language by first being able to do so in his or her own language.

According to the recommended revisions, the teaching of English was particularly dependent upon the availability of teachers who could actually teach English. Due to budgetary restraints, a small number of experienced American teachers were hired as supervisors to assist Micronesian teachers throughout Micronesia. Many of the Micronesian teachers spoke little English while the American teachers were usually unable to speak the local language. Trifonovitch discusses the pressures applied by the Micronesian communities to increase English instruction which resulted in the teaching of wrong English to students by inadequately qualified Micronesian teachers. A conference held in 1956 at the University of Hawaii made numerous

recommendations for the introduction of special materials and methods for teaching English as a second language as distinguished from those materials and methods used to teach American children to read and write English. A chronic lack of funds discouraged the full implementation of these recommendations.

Trifonovitch includes lengthy excerpts from South Pacific Commission's consultant Charles F. Hockett's 1961 recommendations on language policies for the Trust Territory's Education Department, including the belief that Micronesian children should not start to read and write English until they are literate in their own language and have a reasonable level of oral competence in English.

Trifonovitch also includes a detailed overview of the objectives and policies initiated in 1963 by the accelerated Education Program and related activities including an intensive teacher training program in teaching English as a second language, the arrival of Peace Corps volunteers to teach English as a second language and the revision of language policies in Micronesia. Some districts in Micronesia de-emphasized the use of local languages while other districts tried to achieve a reasonable balance between English and the local languages. The activites and viewpoints of several important educational officials are reviewed throughout this paper. (MARC)

163 Trust Territory of the Pacific Islands. Congress of Micronesia. Education and Social Matters Committee. Report on Elementary and Secondary Education in Micronesia. s.l.: Congress of Micronesia, 1978.

In this evaluation of Education in Micronesia, individual reports on education departments throughout Micronesia usually discuss language arts programs that were being used or developed as of 1978 in each district. (MARC)

164 Trust Territory of the Pacific Islands. Department of Education. A Manual for Teachers of English in the Trust Territory of the Pacific Islands. Trust Territory of the Pacific Islands: Department of Education, 1965.

This manual for English teachers in the Trust Territory offers numerous observations on the English language in Micronesia, its role in education and an overview of effective approaches to teaching English to Micronesian students. The writers speak of the goal of achieving "true bilingualism" as an inherent part of teaching English and discuss of how language is learned in Micronesia.

The manual also includes "Basic Principles for Teaching English in the Trust Territory" by Gregory J. Trifonovitch and "Opening Remarks on English,

Education Conference, March 14, 1963" by Byron W. Bender (see annotation in this bibliography). The remaining portion of this manual is composed of "General English Pronunciation Problems in the Trust Territory" by Gregory J. Trifonovitch (see annotation in this bibliography), poems selected from Poems for Elementary Schools in the Truk District compiled by Thomas J. Foran, various lesson plans and activities for teaching English as well as recommended materials and books for teachers of English in the Trust Territory schools. (MARC)

165 Trust Territory of the Pacific Islands. Department of Education. State Annual Evaluation Report for Fiscal Year 1975. ERIC, 1976. ED 134 647

This report provides a description and evaluation of Elementary and Secondary Education Act Title I funded projects in the Trust Territory. Language arts projects in the Northern Mariana Islands Marshall Islands, Palau, Pohnpei, Yap and Truk are reviewed individually. Statistics and discussion concentrate on the strengths and weaknesses of individual projects in these areas and recommendations for the improvement of individual projects are also given. A few science related learning projects are also described. (R.F.K.)

166 Trust Territory of the Pacific Islands. Office of the High Commissioner. Administrative Directive No. 67-4. Saipan, Northern Mariana Islands: Trust Territory of the Pacific Islands, Office of the High Commissioner, 1967.

The policies for teaching English as a second language in the schools of the Trust Territory of the Pacific Islands are established in this directive to district and educational administrators and Trust Territory teachers. Basic principles of the directive were that (1) elementary school students should be taught to read in their local language starting with the first grade; (2) English should be taught as a second language and include the major areas of oral English and literacy in English and (3) English should become the medium of instruction in the schools as soon as students are able to demonstrate their ability to understand other subjects in the English language. Specific strategies to effectively follow these principles are summarized, including the use of Oral English by G.M. Tate, the Miami Linguistic Readers and the South Pacific Commission Readers. Administrative aspects of implementation of English instruction in the elementary schools are also discussed as well as strategies for effectively teaching English as a second language in the secondary schools. (MARC)

167 Trust Territory of the Pacific Islands. Department of Education. Office of the High Commissioner. A Program of Teaching English as a Second Language (TESL) in the Schools of the Trust Territory of the Pacific Islands. Saipan, Northern Mariana Islands: Department of Education, 1966?

Based primarily on the first two chapters of the Manual for Teachers of English of the Trust Territory of the Pacific Islands, this publication is an outline of approaches to take in teaching English to Micronesian students. Students were classified within a system of four English competency levels depending on years of English language training. Level I (1-2 years of English training) emphasized an audio-lingual approach, Level II (3-6 years of English training) stressed listening and speaking skills, Level III (7-8 years of English training) was a transitional period from the audio-lingual approach to "language arts techniques" while Level IV (9-12 years of English training) stressed more "language arts techniques" and reading and writing. This program was also meant to be a guide to the goals of TESOL expected by the Trust Territory's Department of Education as well as a measuring devise for future evaluations. (MARC)

168 Tuck, Betty H. Improving State Administered Adult Education Services in the Trust Territory of the Pacific Islands. Final Report. Fiscal Year 1975. ERIC, 1976. ED 118 865.

In this project contracted by the U.S. Office of Education to the Far West Laboratory for Educational Research and Development, the researcher investigated government leadership structures throughout Micronesia. The goal was to develop out of this research a curriculum for teaching English to Micronesian adults. After traveling in Micronesia and talking to government leaders, teachers, students and citizens about how they perceived the functioning of their government and its impact upon the local population, a textbook entitled Micronesia - Understanding Our Government was produced on the basis of responses the author encountered. Stories in the student reader edition of the book were printed in nine languages: Marshallese, Pohnpeian, Kosraean, Palauan, Trukese, Yapese, Carolinian, Chamorro and English. The book was developed into two sections: one dealing with aspects of specific districts and the second dealing with government structures. The material was to be used in part to encourage Micronesian adults to increase their use of oral English in the classrooms and to also increase their awareness of how government in Micronesia functions and how government programs and policies affect people's lives. This report contains several exerpts from the teacher's guide edition of this book as well as appendixes that include

workshop agendas, a list of cooperating agencies, names and addresses of Adult Basic Education (ABE) specialists and a participant charateristics form for adult education teacher training projects. (R.F.K.)

Understanding Our Government is available from ERIC: ED 174 523. (R.F.K.)

169 Underwood, Robert A. "American Education and the Acculturation of the Chamorros of Guam." Diss., University of Southern California, 1987.

In this study which examines the role American schools played in the acculturation of the Chamorros of Guam, the American related educational past of Guam is analyzed in terms of three major time periods into which the social and educational history of Guam is divided: 1898 to the outbreak of World War II, the end of World War II until the early 1960's and from the early 1960's to the present. There are five major areas of socio-cultural change which are referred to as evidence of acculturation: the use of the Chamorro language, shifts in Catholic church-related customs and activities, self-identification of the Chamorro people, the changes in the extended family networks and the economic activities of the Chamorro people.

In Chapter Six, "Education for a Diverse Society", Underwood analyzes the various approaches that were used during the 1960's and 1970's to deal with the existence of two languages in Guam society and problems inherent in teaching language skills in Chamorro and/or English. He discusses significant changes that occurred in Guam's educational system's language programs with respect to Chamorro, including the creation of the Kolehion Mandikike' Bilingual Program in 1970 and the establishment of the Chamorro Language and Culture Program (CLCP) in 1974. He maintains that while at present Guam's public schools are frequently seen as "front-line institutions" for the promotion and preservation of Chamorro language and culture, "the schools have de-emphasized the logic of a Chamorro culture and language curriculum as a bridge between home and the American styled school." He adds that initial signs seem to indicate that the rhetoric and policies that are associated with the desire to support the indigenous culture of Guam exceed the "real and lasting curricular changes." The impact of this rhetoric on the lives of children and the future of the Chamorro culture has also yet to be measured. (MARC)

170 Underwood, Robert A. Bilingual Education in a Developing Pacific Area: Why? ERIC, 1981. ED 212 748.

In examining the relationships between politics, economic development, nationalism and school language policies in Guam and the

Northern Mariana Islands, Underwood maintains that nationalistic conflict is not encouraged by language difference in and of itself. Language does, however, play an important role in ethnic and cultural authenticity. The recent increase in concern over the Chamorro language may actually be more a process of re-ethnification than a purely educational endeavor. He reviews past and present developments in the language policies of Guam and the Marianas as well as the growth of bilingual education in these areas. He also discusses the rationale used by educators to support bilingual programs.

The increase in bilingual education programs in the Marianas, Underwood argues, is a response to the rising ethnocultural nationalism and concern over the loss of Chamorro identity in the area. As a result, bilingual education becomes an unrealistic vehicle for "solving the psychocultural problems of change for individuals." Educators cannot simply counteract the effects of mass media and technology by emphasizing more Chamorro language instruction in the classroom. Bilingual education becomes overtly political when individuals who are most concerned about cultural survival and/or nationalism become active in bilingual education. He does not intend, however, to imply that bilingual education is being used solely for nationalistic purposes. He concludes that "in developed Pacific areas such as Guam, the use of language in educational systems is evaluated less for its educational value than for its use in defining the essence of a society that is experiencing troubled times." (R.F.K.)

171 Underwood, Robert A. "Language Survival, the Ideology of English and Education in Guam." Chamorro Language Issues and Research on Guam: A Book of Readings. Ed. Mary L. Spencer. Mangilao, Guam: University of Guam, 1987. 3-18.

The development of the positive ideology of English that has increased during the American influence on Guam, has brought about a decline of the Chamorro language in Guam. Underwood maintains that because Chamorro continues to be held in high esteem, poor attitudes toward the Chamorro language cannot be used to trace the language's reduced presence amoung the Chamorros of Guam. Rather, the positive ideology of English as it has been constructed over the decades has become strong and remains the perceived means through which economic and educational goals can be obtained.

He offers an overview of efforts the American administration underwent during the pre-WWII and post-WWII eras to promote English as the language that was unquestionably superior to Chamorro. The acceptance and extended use of English that occurred as a result of these efforts were, however, based more on the perception of English offering passages to personal success than as the means for gaining a more intimate association with American culture.

Underwood warns against placing complete reliance upon the schools to reverse the negative impact on the Chamorro language that has resulted from the positive attitudes toward English that schools in the past have generated. The development of a Chamorro mandate in public schools, he maintains, is only a beginning step leading to the recovery and maintenance of the Chamorro language. He recommends the additional step of attempting to alter the public perception not only toward indigenous language issues but more importantly, their attitudes toward English. (R.F.K.)

An earlier version of this paper appeared in Educational Research Quarterly, volume 8, 1984.

172 Underwood, Robert A. Letter. Pacific Daily News 3 Oct. 1977: 21.

In response to Joseph Murphy's editorial "Preparing Students for U.S. Migration" (Pacific Daily News 30 Aug. 1977, p. 19 - see annotation in this bibliography), Underwood criticizes the notion that bilingualism detracts from the ability to use effective English language skills and objects to Murphy's near comparison of the Chamorro experience to the U.S. immigrant experience. He discusses the purpose of the Chamorro Language Law and points to the fact that as long as Guam's public school system continues to depend extensively upon the U.S. mainland system, Guam's schools will in essence be training young people to leave Guam for the United States rather than preparing them for life on Guam as a people who understand and are proud of their indigenous language and culture. (MARC & Nieves M. Flores)

173 Underwood, Robert A. Teaching the Chamorro Culture. ERIC, 1980. ED 209 406.

In this paper prepared for a workshop for Chamorro language teachers, Underwood emphasizes both the importance of language in the cultural learning process and elements not directly concerned with language which enable one to understand some of the intricate aspects of a particular culture. He argues that teaching the Chamorro language to children while ignoring the Chamorro culture will inevitably cause the Chamorro language to lose much of its significance for the children. "Teaching language without culture," he says, "is teaching without heart, without soul and without commitment." He offers guidelines for teaching about the Chamorro culture such as finding valuable material to use and avoiding damaging books about Chamorros and Guam's history. Underwood also encourages teachers to consider their own attitudes toward the Chamorro culture and people. (R.F.K.)

174 United States. Department of State. Annual Report to the United Nations on the Administration of the Trust Territory of the Pacific Islands. Washington, D.C.: Government Printing Office, 1948- Title varies.

The first annual report (1948) explains that local languages were used in the teaching of first year elementary students and that "about sixty percent of all instruction to children in the Territory employs the local language" (p. 61). English was stressed more as the student advanced in school and it was used almost exclusively in advanced and technical classes at district training schools and at the Pacific Island Teacher Training School in Guam.

The 1950 report demonstrates that the vernacular was used as the primary language in the first two years at elementary schools with some conversational English taught until the third year of school when a shift in the use of English was made and English was used more often (p. 59). Other reports in the 1950's support this practice, often providing a breakdown of specific courses required of students at various grade levels. The 1951 annual report points to the fact that even though English was the language of instruction at the intermediate school level, a student's lack of proficiency in English did not disqualify a student from attending an intermediate school (p. 73). Until the 15th annual report (July 1, 1961 to June 30, 1962), there is a continued adherance to the policy that literacy in the mother tongue was basically a prerequisite to the teaching and acquisition of English language skills. According to the 1953 annual report, however, ninety-five percent of the people of Palau were estimated to be illiterate in English.

The 10th annual report to the United Nations (1956-57) reinforces the language policy of using the mother tongue for instruction at the elementary level. While more stress was placed on English in the intermediate schools, this was not to be done at the expense of the vernacular (p. 116). Each report briefly discusses attempts to introduce more English reading materials into most subject areas studied at the intermediate level.

According to the 15th annual report, "a major and far-reaching change was the adoption of a new policy establishing English as the medium of instruction at the elementary school level in contrast to the former policy which held that all instruction should be conducted in the vernacular" (p. 127). According to this report, this new policy of emphasizing the use of the English language in schools was adopted in accordance with the desires of the Micronesian people "as expressed by the council of Micronesia, and by Micronesian teachers and students" (p. 127). There is also a discussion in this report of a "Literature Production Center" used for producing school texts in the English language for use in the elementary schools of the Trust Territory. In response to the limited number of Micronesian teachers with proficiency in English, an English language teaching program was implemented during this time period in the Truk, Ponape, Palau and Marshall districts. A linguist was hired "to expedite the teaching of English in the elementary schools." Brief discussion on English language instruction and the place of the vernacular in education continue to appear in later reports. (MARC)

175 United States. U.S. Government Survey Mission. Solomon Report: Report by the U.S. Government Survey Mission to the Trust Territory of the Pacific Islands. vol. 2. Washington, D.C.: s.n., 1963. 2 vols.

This report of the Kennedy administration influenced a change in language instruction policies throughout Micronesia, emphasizing the use of the English language "all through elementary school." The report recommends placing an emphasis on oral English for one or two years and then starting students on reading and writing once students mastered a "minimum level of communication English" (p. 147). It also advocates a "deliberate program" of teaching children in elementary schools about the United States, its history, government, people and way of life. The report deals primarily with the role of American influence in the areas of economics, social development, education and administration of the Trust Territory. (MARC)

Vela, Nelia See Spencer, Mary.

176 Vesper, Don R. "Guam as an Example of U.S. Language Policy." Mid-America Linguistics Conference: Papers. October 13-14, 1972. Ed. J.H. Battle and John Schweitzer. Stillwater: Oklahoma State University, 1972. 309-315.

The author maintains that Guam's language situation as of 1972 reflected a generally more flexible attitude toward bilingualism; an attitude which was also evolving on the U.S. mainland. Such an attitude allows for "more overt language planning of a more flexible kind" and contrasts with the U.S. government's push for greater use of the English language since it gained possession of Guam following the Spanish-American War. To illustrate this contrast, Vesper provides a summary of US. policies since 1900 toward the place of the English language and bilingualism in Guam's public schools. (R.F.K.)

177 Vesper, Don R. and Ethel R. Vesper. Change in Language Situation Attitudes in a Multilingual Society. ERIC, 1975. ED 113 973.

In examining the extent of a first language shift from Chamorro to

English in Guam, the authors discuss the impact of U.S. policies before and after World War II which, according to the authors, were designed to Americanize Guam as extensively as possible and to make Chamorros feel "shame" over many of their cultural attributes, including the Chamorro language. They also review the lack of English courses of a second language orientation in Guam until 1966 when the College of Guam responded to a continuously high rate of English language test failures among Chamorro students.

The authors maintain that U.S. language policies were largely responsible for the general reluctance of Chamorro students to admit to any lack of English language competency. During the 1966-67 time period, not only was there a lack of coordination in Guam in approaching English as a second language instruction, the authors point out that there was also no organized program to either preserve or eliminate the Chamorro language. The promotion of a more positive attitude toward the Chamorro language found its roots in efforts by modern linguists. The authors compare this "pivotal time in Guam's linguistic history" with the language situation in Guam as it existed in 1975.

They emphasize the economic importance of English proficiency that has evolved on Guam and maintain that "a local dialect of English coming into existence is predicated on the eventual loss of Chamorro as a living language on Guam." They summarize efforts to preserve the Chamorro language in the public schools and in society in general. They consider the federally funded bilingual education programs in 1975 to be generally weak and unable to "serve as any great reinforcement of Chamorro." Maintaining that Chamorros who use English as a first language are essentially those who are twelve years old or younger, the authors predict that when these twelve year olds are the oldest generation, Chamorro will be gone in Guam if there is no reversal of this trend. (R.F.K.)

Vesper, Ethel R. See Vesper, Don R.

178 Vitarelli, William. "U.S. Educational Policies in Micronesia." Micronesia as Strategic Colony: The Impact of U.S. Policy on Micronesian Health and Culture. Ed. Catherine Lutz. Cambridge, MA: Cultural Survival, Inc., 1984. 66-78.

The purpose of this paper is to demonstrate how "American colonial influence has subverted Micronesian culture" and has undermined a system of learning that would have helped Palauans achieve economic self-sufficiency and political independence. The author discusses his efforts to improve education in Palau as the first educational administrator assigned to the Palau District in 1949 under the authority of the United States Navy Civil Administration. He contends that his efforts to replace Dick and Jane, the

primary English language learning material on Ulithi with something more relevant and responsive to Palauan culture was discouraged by the Navy. With the encouragement of Robert E. Gibson, the author helped to establish workshops at Koror for Paulaun teachers to instruct them on how to teach English as a second language and to conduct schools that were in keeping with local mores and needs. Vitarelli was suspended by the Department of the Interior in 1954 for "reading subversive literature" and "associating with communists" and was not reinstated until four years later by the U.S. Supreme Court. He was not allowed to return to his work in Palau but was assigned to Robert E. Gibson's office (Trust Territory of the Pacific Island's Department of Education) where he developed teaching materials for the schools of Micronesia and eventually helped to establish the Modekngei school in Palau in 1974 which emphasized basic self-sufficiency in Palau. (MARC)

179 **Wellein, Marsha D., et al. Reading Lab Program, ESEA Title IV Project, FY 1979-1980. Guam: s.n., 1980?**

This report provides a narrative and statistical summary of the 1979-80 operation of Guam's Dededo Junior High School Reading Lab Program which was designed to assist students who were significantly below their grade level in terms of vocabulary and reading comprehension. The success of efforts made through the "student centered" rather than "teacher centered" approach is discussed as is the extent to which positive attitudes and motivations were successfully encouraged in the Reading Lab. Bilingualism is not dealt with and the report offer some statistical data on the success rate of the Reading Lab Program. (MARC & Nieves M. Flores)

180 **Westinghouse. Educational Systems and Services Department. Peace Corps Volunteer Training Program for the Trust Territory of the Pacific Islands (Micronesia). s.l.: Westinghouse, 1966.**

On pages 19-28 of this syllabus for new volunteers in the Peace Corps Teacher Program is an overview of the TESOL section of the program, its goals and objectives and specific strategies that would be used to teach Peace Corps volunteers how to teach English as a second language to Micronesian students. Also included is a list of books trainees were expected to read and a general description of the methodology and audiovisual devises to be used in the TESOL training program. Emphasis is placed more on method and actual teaching than on theory. The training was held from November 9, 1966 to January 21, 1967 at Dade County, Florida and in the Florida Keys. (MARC)

181 Williams, Dick L. Using the Discussion Group Technique in ESL Conversation Class. ERIC, 1983. ED 230 022.

This paper discusses the alternative to the more "threatening" techniques of eliciting student discussion in ESL conversation classes. Used at the University of Guam, the alternative centers around a certain problem students in a small group must solve through discussion of alternatives and eventual presentation of a mutually accepted solution. The teacher acts as facilitator, summarizes group comments and may offer other possible solutions. Among the justifications the author gives for this procedure are its adaptability for use with students at any level of language development, its use for reinforcing selected grammatical patterns, its lively tempo and its contribution to vocabulary building. Specific problems/tasks used in the group discussions are also included in the paper. (R.F.K.)

Wilson, Walter Scott See Ford, C. Christopher.

182 Worldwide Education Research. An Assessment of Educational Needs in the Mariana Islands, Micronesia. Salt Lake City, Utah: Worldwide Education and Research Institute, 1973.

In this study prepared for the Trust Territory of the Pacific Island's Department of Education, the consultants point to numerous educational needs in the Northern Mariana Islands, including the "extremely critical" need to upgrade programs in teaching listening skills and oral English language comprehension to students. The report also examines the need to upgrade these programs in a way that increases speaking, reading and writing skills in English while enabling students to fluently speak, read and write their mother tongue. The study stresses specific weaknesses in each of these skill areas that needed to be resolved between 1976 and 1977. The consultants emphasize the need to especially improve an understanding of oral English at the elementary level and to provide additional training in teaching English as a second language. Recommended steps for improvements in teaching these English language skill areas as well as needs and steps for improvement in the teaching of vernacular languages are outlined in appendixes. Procedures used in identifying these educational needs are also discussed. (MARC)

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Index

This index focuses on major aspects of ESL and bilingual education as they are presented in the documents that are annotated in this bibliography. Subdivisions are used to enable the user to select those documents which are closest to his or her interests. If a document deals with a subject area in a general sense (such as TESOL or Bilingual Education), the document is indexed under that term. Except for the subdivisions 'History' and 'Collected Works', the final subdivision of each of these major aspects of the annotated documents is geographical.

Several documents in this bibliography tend to treat Guam and Micronesia as two separate entities which is technically incorrect. However, in order to reflect the major concerns of each entry as accurately as possible, the geographic subdivision 'Guam and Micronesia' has been used whenever necessary in order to convey this tendency. Authors of the annotated documents are also sometimes concerned with Micronesia as a whole and in these cases, 'Micronesia' has been used as a geographic subdivision.

If a document, at least in part, is concerned with a particular area of Micronesia, it is then possible to use a more specific geographic area such as Truk or Northern Mariana Islands.

Numbers that follow each term and its subdivisions refer to entry numbers, not page numbers.

*****

ABE -- See Adult Basic Education Program
Adult Basic Education Program (ABE) -- Micronesia 49, 168
Adult Basic Education Program (ABE) -- Evaluation of -- Guam 50
Adult Basic Education Program (ABE) -- Evaluation of -- Micronesia 49, 51
Adult Education -- English Language Instruction -- Guam 50
Adult Education -- English Language Instruction -- Micronesia 49, 51, 168
Adult Education -- English Language Instruction -- Micronesia -- Manuals 33
Attitudinal Inventory 27
Audiovisual Materials -- Use for English Language Instruction -- Guam 40
Basal Readers -- Guam 36
Basal Readers -- Selection of -- Guam 29
BEPM -- See Bilingual Education Project for Micronesia
BETT -- See Bilingual Education Teacher Training

Bidialectal Bicultural Education -- Guam 82
Bilingual Bicultural Education -- Argument for More Stress on English -- Guam 107
Bilingual Bicultural Education -- Development of -- Guam 31
Bilingual Bicultural Education -- Guam 19, 27, 42, 53, 60, 63, 91, 94, 95, 104, 130
Bilingual Bicultural Education -- Guam -- History 169
Bilingual Bicultural Education -- Impact on Cultural Identity -- Guam 172, 169
Bilingual Bicultural Education -- Implementation of -- Guam 64, 97, 126
Bilingual Bicultural Education -- Legislation -- Guam 96, 97, 120, 148
Bilingual Bicultural Education -- Micronesia -- History 121, 131, 161
Bilingual Bicultural Education -- Need for -- Micronesia 121
Bilingual Bicultural Education -- Programs -- Guam 18, 53, 63, 81, 96, 103, 169
Bilingual Bicultural Education -- Truk 68
Bilingual Bicultural Program (Guam) 53, 95, 128
Bilingual Education -- Disadvantages of -- Guam 75
Bilingual Education -- Effect on Vernacular Languages -- Northern Mariana Islands 18
Bilingual Education -- Elementary Schools -- Truk 131
Bilingual Education -- Evaluation of -- Belau 73, 74
Bilingual Education -- Evaluation of -- Guam 27, 112
Bilingual Education -- Evaluation of -- Kiribati 23
Bilingual Education -- Evaluation of -- Kosrae 77, 140
Bilingual Education -- Evaluation of -- Northern Mariana Islands 18, 80, 182
Bilingual Education -- Funding of -- Guam 25
Bilingual Education -- Guam 21, 59, 70, 79, 99, 114
Bilingual Education -- Guam -- History 39, 177
Bilingual Education -- Guam and Northern Mariana Islands 170
Bilingual Education -- Guam and Micronesia 55, 100
Bilingual Education -- Impact on School Performance and Attitudes -- Guam 48, 85
Bilingual Education -- Implementation of -- Guam 31
Bilingual Education -- Inappropriateness of U.S. Mainland Methods -- Northern Mariana Islands 18
Bilingual Education -- Instructional Schedules -- Kosrae 47
Bilingual Education -- Kosrae 47, 77
Bilingual Education -- Lack of a Need for -- Guam 82
Bilingual Education -- Micronesia 28, 44, 54, 58, 70, 92, 133
Bilingual Education -- Micronesia -- History 12, 13, 28, 39, 44, 54, 108, 110, 133, 152, 162
Bilingual Education -- Palau 74
Bilingual Education -- Programs -- Criteria for Entry and Exit -- Guam & Micronesia 137

Bilingual Education -- Programs -- Evaluation of -- Guam 27, 112
Bilingual Education -- Programs -- Evaluation of -- Kosrae 72
Bilingual Education -- Programs -- Evaluation of -- Micronesia 138
Bilingual Education -- Programs -- Guam 21, 30, 141, 102,
Bilingual Education -- Programs -- Micronesia 30, 142, 163
Bilingual Education -- Programs Compared with South Pacific -- Guam and Micronesia 30
Bilingual Education -- Programs -- Northern Mariana Islands 44, 80, 92
Bilingual Education -- Proposed Projects for -- Guam and Micronesia 109
Bilingual Education -- Relationship to Nationalism -- Guam and Northern Mariana Islands 170
Bilingual Education -- Role in Preserving Chamorro Language -- Guam 38, 155, 170, 171
Bilingual Education -- Teacher Training -- Guam and Micronesia 105
Bilingual Education -- Training Programs and Linguistical Work -- Micronesia 149
Bilingual Education Program (Guam) 21
Bilingual Education Project for Micronesia (BEPM) 44, 54, 76, 142
Bilingual Education Teacher Training (BETT) 142
Bilingual Students -- Predicting School Achievement of -- Guam 34
Bilingualism -- Attitudes Toward -- Guam 111, 176
Bilingualism -- Development of Without Education -- Micronesia -- History 84
Bilingualism -- Guam 48, 85, 117, 127, 141
Bilingualism -- Impact on Scholastic Achievement -- Guam & Micronesia 99
Bilingualism -- Lack of Detrimental Effect on English Language Skills -- Guam 79, 172
Bilingualism of Children -- Promotion of -- Guam 98
Book of Luelen 13
Carolinian Language -- Northern Mariana Islands 43
Carolinian Language -- Persistence of -- Northern Mariana Islands & Guam 134
Carolinian Language -- Protection of -- Northern Mariana Islands 18
Carolinian Language and Culture -- Attitudes Toward -- Northern Mariana Islands 18
Chamorro Bilingual Reading Program 44
Chamorro Children -- Attitudes Toward Guamanian Dialect English and Standard English 6
Chamorro Children -- Bilingualism of -- Guam 48, 111
Chamorro Children -- Difficulties Encountered in Learning English -- Guam 88, 89, 116
Chamorro Children -- Difficulties Encountered in Learning English -- Teacher Workshops -- Guam 24
Chamorro Culture -- Importance in Teaching Chamorro Language -- Guam 91, 94, 172
Chamorro Culture -- Importance in Teaching Chamorro Language -- Guam and Northern Mariana Islands 173

Chamorro Culture -- Integration into School System -- Arguments for -- Guam 42, 59, 78
Chamorro Culture -- Strengthening of -- Guam 95
Chamorro Culture -- Attitudes Toward -- Guam 26, 124, 171
Chamorro Language -- Danger of Extinction -- Guam 38, 177
Chamorro Language -- Effect of Americanization on -- Guam 103, 155, 177
Chamorro Language -- Integration into School System -- Arguments for -- Guam 42, 59, 78, 102
Chamorro Language -- Issues and Research -- Guam -- Collected Works 136
Chamorro Language -- Need to Develop Literacy in -- Guam 70
Chamorro Language -- Parents Attitudes Toward -- Guam 111
Chamorro Language -- Persistence of -- Guam 113, 134
Chamorro Language -- Persistence of -- Northern Mariana Islands & Guam 134
Chamorro Language -- Persistence of -- Northern Mariana Islands -- History 69
Chamorro Language -- Preservation of -- Northern Mariana Islands 18
Chamorro Language -- Preservation of -- Role of Education 38, 120, 155, 170, 171, 172
Chamorro Language -- Strengthening of -- Guam 1, 62, 64
Chamorro Language -- Structure -- Effect on English Language Instruction -- Guam and Northern Mariana Islands 150
Chamorro Language -- Student Proficiency in -- Guam 141
Chamorro Language -- Teaching of -- Guam 59
Chamorro Language and Cultural Identity -- Guam and Northern Mariana Islands 124, 125, 170
Chamorro Language and Culture -- Attitudes Toward -- Guam 26, 117, 124, 125, 127, 172
Chamorro Language and Culture -- Attitudes Toward -- Northern Mariana Islands 18
Chamorro Language and Culture Administration 96
Chamorro Language and Culture Instruction -- See Bilingual Bicultural Education
Chamorro Language and Culture Program (CLCP) 53, 59, 63, 64, 81, 95, 114, 169
Chamorro Language Commission 62
Chamorro Language Instruction -- Improvement of -- Guam 114
Chamorro Language Law (Guam) 172
Chamorros -- Acculturation of -- Guam 169
Chamorros -- Cultural Identity -- Guam 1
Chamorros -- Indigenous Rights -- Guam 1
Church Schools -- English Only Instruction -- Micronesia -- History 110
CLCP -- See Chamorro Language and Culture Program
Cloze Procedure -- See Matching Cloze Procedure, Matching Cloze Test and Standard Cloze Procedure
Commission on the Chamorro Language 32, 95
Communication Apprehension -- Guam and Micronesia 146, 147

Contrastive Analysis -- TESOL -- Truk 151
Corrective Reading Program (CRP) -- Guam 52
Cross-Cultural Education -- Effect on Resolving Ethnic Conflicts -- Guam 19
CRP -- See Corrective Reading Program
Curriculum Research English Materials 115
Dededo Junior High School Reading Lab Program (Guam) 179
Direct Instructional System for Teaching Arithmetic and Reading (Guam) 63
English Language -- Attitudes Toward -- Impact on Chamorro Language -- Guam 63, 171
English Language -- Development of Instructional Materials in -- Micronesia 17, 115, 131
English Language -- Ideology of -- Guam 38, 171
English Language -- Impact on Chamorro Language -- Guam 111
English Language -- In Homes -- Guam 5
English Language -- Introduction into Guam Schools 15, 123
English Language -- Introduction into Micronesian Schools 2, 3, 123
English Language -- Introduction into Schools of the Northern Mariana Islands 15, 69
English Language -- Length of Exposure to and Impact on Attitudes Toward the United States -- Guam & Micronesia 83
English Language -- Preferred Over Chamorro -- Guam 5, 38, 63, 157
English Language -- Pronunciation Problems of Micronesian Students 158
English Language -- Argument for More Stress on in Schools for U.S. Migration -- Guam 107
English Language -- Student Proficiency in -- Guam 141
English Language -- Student Proficiency in -- Measurement of -- Pohnpei 115
English Language -- Student Proficiency in -- Methods of Measurement -- Northern Mariana Islands 11
English Language -- Vocabulary Knowledge -- Kindergarten -- Guam 36
English Language Instruction -- See TESOL
English vs. Vernacular Language Use in Education -- Guam 35
English vs. Vernacular Language Use in Education -- Guam -- History 4
English vs. Vernacular Language Use in Education -- Micronesia 57, 118, 174
English vs. Vernacular Language Use in Education -- Micronesia -- History 13, 84, 108, 162
ESEA Title I Programs -- Evaluation of -- Guam 112
Essential English for Micronesian Adults 33
Facilitating Language Arts Through School and Home (FLASH) -- Guam 63, 112, 143
Fanayakan Summer School (Guam) 141
FLASH -- See Facilitating Language Arts Through School and Home
Gates-MacGinitie Reading Test 11, 71

GDE -- See Guamanian Dialect English
Gibson, Robert E. 13, 14, 108, 152, 162
Ginn Company Pre-Reading Series 36
Guam Bilingual Education Project 27, 120
Guam Department of Education -- History 2
Guam Readers Series 42
Guam Secondary Bilingual Project 91
Guamanian Dialect English 6, 75, 82
Gumpgookie Test 27
Hawaii English Program 63
Houghton-Mifflin Basal Readers -- Guam 36
Indigenous Languages -- See Vernacular Languages
Instrument for Observation of Teaching Activities (Kosrae) 140
Kindergarten -- Evaluation of -- Guam 112
Kiribati Cloze Test 23
Kiti Culture Class -- Pohnpei 49
Kolehion Mandikike Bilingual Program 27, 63, 85, 79, 169
Kosrae Bilingual Education Program 140
Kosrae Parent Educator Handbook 140
Language Attitudes Survey (LAS) 146
Language Choice -- Northern Mariana Islands & Guam 134
Language Loyalty -- Relationship to Ethnocentrism -- Guam 124, 125, 127
Language Policies -- Guam 62
Language Policies -- Strengthening of -- Micronesia 18, 70, 87, 93, 153, 154, 156
Language Shift -- Attitudes Toward -- Guam 127
Language Shift -- Guam 113, 177
Language Shift -- Northern Mariana Islands 134
LAS -- See Language Attitudes Survey
Limited English Proficient Students -- Proposed Services for -- Guam 66
Limited English Proficient Students -- Services for -- Guam 96, 128
Marianas English Achievement Test 11
Marianas Test of English Achievement (MTEA) -- Manuals 8
Matching Cloze Procedure -- Ability to Measure Readability -- Micronesia 10
Matching Cloze Procedure -- Ability to Measure Readability -- Northern Mariana Islands 9
Matching Cloze Test -- Construction of -- Northern Mariana Islands 12
MATS -- See Micronesian Achievement Test Series
Mentally Retarded Children -- Medium of Instruction -- Guam 35
METU -- See Micronesian English Teaching Unit
Miami Linguistic Readers 166
Micronesia - Understanding Our Government 168
Micronesian Achievement Test Series (MATS) 10, 20, 120
Micronesian Achievement Test Series (MATS) -- Evaluation of 77
Micronesian English Teaching Unit (METU) 119

Micronesian Students -- Development of English Language Skills in U.S. Mainland 41
Micronesian Test of English Abilities (MTEA) 7
Mugford Readability Chart -- Kiribati 23
Non-English Speaking Children -- English Language Instruction to -- Guam 101
Northwest Regional Educational Laboratory -- Proposals for Further Activities in Bilingual Education -- Guam and Micronesia 109
Pacific Area Language Materials (PALM) 142
Pacific Asian Linguistics Institute (PALI) 142
Pacific Languages Development Projects (PLDP) 54, 161
Palau Bilingual Education Project -- Evaluation of 74
Palauan Language Skills -- Measurement of 74
PALI -- See Pacific Asian Linguistics Institute
PALM -- See Pacific Area Language Materials
Parent/Community Involvement in Education -- Kosrae 72, 140
Parent/Community Involvement in Education -- Northern Mariana Islands 80
Peace Corps -- Micronesia -- History 110, 152, 161, 162
Peace Corps -- Training of Volunteers -- Micronesia 180
PLDP -- See Pacific Languages Development Project
Public School System -- Guam 88, 120
Readability Indices -- Weaknesses of -- Northern Mariana Islands 9
Readability Tests -- Northern Mariana Islands 9
Readers -- English and Trukese Languages -- Production of -- Truk 131
Reading Achievement -- English and Vernacular Languages -- Micronesia 160
Reading Achievement -- English Language -- Correlation Between Home Environment and Reading Skills -- Guam 71
Reading Achievement -- English Language -- Guam 67, 106, 112, 143
Reading Achievement -- English Language -- Measurement of -- Northern Mariana Islands 9, 12
Reading Achievement -- English Language -- Micronesia 10
Reading Achievement -- English Language -- Programs -- Guam 145, 147, 179
Reading Achievement -- English Language -- Testing of -- Guam 34
Reading Achievement -- English Language -- Testing of -- Northern Mariana Islands 11, 12
Reading Achievement -- English Language -- Testing of -- U.S. Mainland 11
Reading Disabled -- Instruction of -- Guam 52
Remediation Reading Programs -- Evaluation of -- Guam 112
Rota Bilingual Learning Project (Northern Mariana Islands) 44, 80, 92
Safford, William Edwin 2
Sandhi Alteration -- Trukese Language -- Effect on TESOL 151
Semantic Differentials Inventory for Primary Grade Pupils 27
South Pacific Commission Readers 86, 166
South Pacific Commission Readers -- Evaluation of -- Micronesia 87, 138, 139

Special Education -- Bilingual Students -- Guam 90
Special Education -- Disproportionate Number of Minority Students -- Guam 90
Standard Cloze Procedure -- Inability to Measure Readability -- Northern Mariana Islands 9
Standard English -- Attitudes Toward -- Guam 6
Tate Correlated Writing Materials 86
Tate Oral English Programme 7, 86, 115, 135
Tate Oral English Programme -- Evaluation of -- Kosrae 140
Tate Oral English Programme -- Evaluation of -- Micronesia 87, 138, 139
Teacher Training -- Guam 106
Teacher Training -- Guam and Micronesia 105, 146
Teacher Training -- Guam and Micronesia -- History 123
Teacher Training -- Micronesia 149
Teacher Training -- Need for -- Guam 114
Teacher Training -- Need for -- Micronesia 115
Teacher Training -- Truk 131
Teaching English to Speakers of Other Languages -- See TESOL
TESOL -- Curriculum Based on Micronesian Government as Study Subject -- Micronesia 168
TESOL -- Curriculum Development -- Micronesia 168
TESOL -- Curriculum Innovations -- Guam 88
TESOL -- Elementary Schools -- Guam 88, 89
TESOL -- Evaluation of -- Kiribati 87
TESOL -- Evaluation of -- Micronesia and Guam 70, 87
TESOL -- Evaluation of -- Nauru 87
TESOL -- Evaluation of -- Northern Mariana Islands 150, 182
TESOL -- Guam 40, 60, 70, 82, 88, 101, 122, 143, 150, 181
TESOL -- Guam -- Projects 119
TESOL -- Guam and Northern Mariana Islands 89, 150
TESOL -- Impact on Chamorro Language -- Guam 38, 177
TESOL -- Impact on Indigenous Cultures -- Micronesia 133
TESOL -- Inappropriateness of U.S. Mainland Methods -- Micronesia 16, 60, 172
TESOL -- Kosrae 47
TESOL -- Micronesia 17, 54, 56, 58, 70, 92, 115, 118, 135, 181
TESOL -- Micronesia -- History 28, 110
TESOL -- Micronesia -- Manuals 164
TESOL -- Palau -- History 178
TESOL -- Policies -- Micronesia 166
TESOL -- Policies in Micronesia -- Impact on Micronesian Students Studying in U.S. Mainland 92
TESOL -- Pohnpei 115
TESOL -- Programs -- Evaluation of 147
TESOL -- Programs -- Evaluation of -- Micronesia 165
TESOL -- Techniques -- Guam 181
TESOL -- Techniques -- Micronesia 167

TESOL -- Truk 151
Trukese Language -- Phonological Conflict with English -- Impact on TESOL 151
U.S. Government -- Attitudes Toward Bilingualism in the Schools -- Micronesia -- History 108, 132, 174, 178
U.S. Government -- Attitudes Toward Vernacular Language Use in School Instruction -- Micronesia 93, 144
U.S. Government -- Attitudes Toward Vernacular Language Use in School Instruction -- Micronesia -- History 161
U.S. Government -- Bilingual Education Policies -- Micronesia 93, 144
U.S. Government -- Bilingual Education Policies -- Micronesia -- History 108, 161
U.S. Government -- English Language Instruction Policies -- Guam -- History 1, 2, 22, 45, 113, 176, 177
U.S. Government -- English Language Instruction Policies -- Guam and Northern Mariana Islands 15
U.S. Government -- English Language Instruction Policies -- Guam and Micronesia 174
U.S. Government -- English Language Instruction Policies -- Northern Mariana Islands -- History 69
U.S. Government -- English Language Instruction Policies -- Micronesia 161, 166, 175, 178
U.S. Government -- English Language Instruction Policies -- Micronesia -- History 3, 52, 118, 132, 144, 162,
U.S. Government -- English Language Instruction Policies -- Truk -- History 131
U.S. Government -- English Language Instruction Programs -- Guam and Micronesia -- History 123
U.S. Government -- English Language Policies -- Guam -- History 1, 5, 37, 45, 46, 113, 177
U.S. Government -- Legislative Influence on Bilingual Education Programs in Guam and Micronesia 39
U.S. Mainland Teachers -- Cultural Orientation for -- Micronesia 70, 159
Understanding Our Government 168
University of Guam -- Bilingual Bicultural Teacher Education Program 31, 105, 129
University of Guam -- English Language Instruction Programs 147
University of Guam -- Humanities Core Pilot Program -- Evaluation of 147
University of Hawaii -- Program in Bilingual Education Training and Research -- Micronesia 149
Vaughn's Attitude Scale 106
Verb Tenses -- English Language -- Difficulties Faced by Chamorro Speakers Learning English -- Guam 65
Vernacular Languages -- Maintenance of -- Micronesia 142
Vernacular Languages -- Need to Develop Literacy in -- Micronesia 70
Vernacular Languages -- Survival of -- Micronesia 13, 152, 153, 154
Vernacular Languages -- Literacy in -- Micronesia 22

Vernacular Languages -- Literacy in -- Yap 22
Vernacular Languages -- Use at Elementary Level Before English Language Instruction -- Micronesia 54, 57, 76, 162, 166
Vernacular Languages -- Use at Elementary Level Before English Language Instruction -- Micronesia -- History 28, 144, 160, 174
Vernacular Reading Materials -- Ability of Students to Comprehend -- Kiribati 23
Vernacular Reading Materials -- Development of -- Kosrae 72, 140
Vernacular Reading Materials -- Development of -- Micronesia 142
Vernacular Reading Materials -- Development of -- Northern Mariana Islands 80
Vernacular Reading Materials -- Development of -- Truk 131
Vernacular Reading Materials -- Lists of -- Kosrae 72
Vernacular Reading Materials -- Promoting Literacy With -- Micronesia 76
Vernacular Reading Materials -- Promoting Literacy Without -- Micronesia 22
Vernacular Reading Materials -- Role in Preserving Culture -- Micronesia 13, 152
Vernacular Reading Materials -- Written by Students -- Truk 68
Vernacular Tests -- Evaluation of -- Kosrae 77
Western Culture -- Impact on Writing Topics of Micronesian Students 61
Writing Skills -- English Language -- Micronesia 61
Writing Skills -- English Language -- Yap 61

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